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ABSTRACT

This document is a collection of reports of the American Association of Colleges for Teacher Education (AACTE) for 1971. The title of the document reflects much of the association's concern for that year and is close to the theme of the association's 1971 annual meeting, "Power and Decision Making in Teacher Education." The document is divided into six sections. Section one is the listing and description of the winners and all entries of the association's 1971 Distinguished Achievement Awards. Section two is a collection of the main speeches for the annual meeting, including the Twelfth Annual Charles W. Hunt Lecture, "The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education," by Evans R. Collins. Section three is a report on the association itself and includes the report of the executive director, the President's address, and the report of the AACTE Special Study Commission. Section four presents the articles of incorporation and bylaws. Section five is composed of outlines of reports for the annual business meeting, 1971. Section six is a directory of officers, committees, and member institutions for 1971. (JA)

Power and Decision Making in Teacher Education

Yearbook 1971

ED 087719

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Foreword

The urgent call to set priorities within the contemporary context of change—clearly underlined in *Crisis in Teacher Education,* the report of the AACTE Special Study Commission under the chairmanship of Dr. Truman Pierce—set the tone of the 1971 Annual Meeting as conferees weighed the theme *Power and Decision Making in Teacher Education*. What, for example, should be the appropriate roles for colleges and universities in preparing teachers and other education personnel? How might the resources of over 850 institutions of higher education be coordinated to assure the quality of leadership needed in this critical field of education? What demands are being placed upon professionals and their institutions as both must relate with students, other institutions and agencies, and government units on the local, state, and national levels? Such questions helped to form the framework for the program which is reported in this volume of proceedings.

On this year's agenda were a number of innovations designed to increase the knowledge and skill of participants in coping with the issues of the day in teacher education. The program committee, under the leadership of Chairman Daniel E. Griffiths, instituted three new programming approaches: a Diffusion Center featuring mediated presentations of selected programs in teacher education around the country, a closed-circuit television series addressed to current issues in teacher education, and a preconference series of instructional clinics on administrative procedures.

If the Special Study Commission report sounded the call for establishing priorities, the Twelfth Charles W. Hunt Lecture emphasized the need for cooperative action in setting them. Former AACTE President Evan R. Collins, in delivering the 1971 Lecture, called for a reflection upon and rebuilding of teacher preparation programs in "the essential sense of colleagueship." Other General Session addresses by Charles E. Silberman, James Farmer, and Pauline Frederick pointed to the pervasive implications of day-to-day decisions in the continuing process of adapting programs and procedures of teacher education to the broader needs of society.

Throughout the conference, attention was given to the cooperative role played by members of the American Association of Colleges for Teacher Education in the central process of decision-making in teacher education and in their continuing work with *all groups* involved in implementation of these plans. The 1971 Distinguished Achievement Awards reinforced the

practical success of melding ideas with action to improve the education of teachers. Also, the numerous innovative programs discussed in various section meetings gave sound evidence of the vitality currently found in the decision making phase of teacher preparation.

The role of the Association as stimulator to its membership in the improvement of teacher preparation was a central part of the meeting plan. As a result of actions at the Business Meeting, concrete steps were taken to strengthen the Association's ability to speak with assurance and authority in the continuing dialogue on how school personnel should best be prepared.

Each year the Annual Meeting brings to a close the administration of the elected leader of AACTE. Paul H. Masoner, who has served the education of teachers in many ways, has given the Association—through his leadership as president—a new view of its task and of its responsibility to make a significant contribution to the development of American education. AACTE salutes Dr. Masoner for his service.

The Association is particularly indebted to those from its member institutions who participated in the planning and in the sessions themselves. Their numerous contributions gave substance to the many dialogues.

To those members of the AACTE staff who have worked hard and dedicatedly in support of not only the Annual Meeting, but of all of the programs and projects of the organization, sincere appreciation is expressed.

EDWARD C. POMEROY
Executive Director

November 1971

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The Distinguished Achievement Awards

Encouragement of Excellence

Change, innovation, achievement—those actions which can lead to better teacher education—begin in the college or university. A faculty will gather to design a needed program for inner-city teaching; a teacher educator comes up with a program for more individualized student work based on performance standards; or an idea is implemented for a cooperative project between a college and its neighboring school district so that students who think they want to teach can test out their commitment early in the sophomore year. The project, in turn, makes an impact upon the total educational program within the institution. Often it serves as a pilot project leading to a larger change within the education curriculum.

The main purpose of the American Association of Colleges for Teacher Education has always been the encouragement of excellence by its member institutions. AACTE's key activities have been devoted to encouraging improvements in teacher education programs which, in turn, benefit the profession. Too often, however, the general public or even the teacher education profession does not hear about such achievements.

AACTE's Distinguished Achievement Awards (DAA) for Excellence in Teacher Education, begun in 1965, were designed to encourage member colleges and universities to describe their successful programs and, hopefully, to stimulate other institutions toward excellence. This section summarizes the programs of the 1971 Distinguished Achievement Awards recipients and of those the judges have designated worthy of special recognition. Also, each DAA entry is listed.

In addition to these awards, a special category of recognition in international education has been created for this year. Mindful that 1970 was declared International Education Year by the United States Congress and that numerous activities have grown out of the action, AACTE has added an award for the outstanding program in international education. Entries in this special category are also noted.

The Association hopes that the wide range of programs cited in this section will lead to further improvements in teacher education and that the sense of achievement reflected by these programs will serve to remind the American public—during a time of heavy criticisms heaped upon education—that quality preparation is being provided in the training of teachers.

Each participating college and university and its faculty, staff, and students are commended by the American Association of Colleges for Teacher Education in making these Distinguished Achievement Awards possible.

Panel of Judges

The panel of judges for the 1971 Distinguished Achievement Awards included *Helen Berwald*, professor of education, Carleton College, Northfield, Minn.; *F. Clark Elkins*, vice president in charge of instruction, Arkansas State University; *William J. Martin*, chief, Fellowships and Overseas Projects, Division of Foreign Studies, U.S. Office of Education; *Ernest J. Milner*, director, Urban Teacher Preparation Program, Syracuse University; *Gerald Torkelson*, professor, College of Education at University of Washington, and member of the AACTE Board of Directors; and *Matthew J. Whitehead*, dean, District of Columbia Teachers College.

The Distinguished
Achievement Award
Weber State College
Ogden, Utah
President
William P. Miller
Dean, School of Education
Caseel D. Burke

The Distinguished Achievement Award for Excellence in Teacher Education for 1971 is presented to Weber State College for its implementation and development of an *Individualized, Performance-Based Teacher Education Program* (IPT)

In 1967, the faculty at Weber State began shaping a new program which offered concrete guidance to the student in achieving stated goals and objectives, but carefully allowed the student to proceed at his own pace. The teacher educators had done some hard thinking about the increasing complexity of the task facing elementary and secondary schools in providing good teaching within a society that was undergoing accelerated change. They also looked at some of the problems which continually plague teacher education: recruiting the most capable students into the profession, eliminating extraneous clutter of requirements, encouraging personal commitment, shifting responsibility and initiative to the student, treating individual student needs and abilities, using a variety of teaching models, developing skills in human relations, and applying technological developments to teaching needs.

The result was an individualized program which depended upon some explicit materials inside packets of kits and which was structured upon the idea that the student will find guidance from these materials and, at the same time, have the flexibility to proceed individually on the work. These self-instructional units, arranged in course credit blocks called "WILKITS" (Weber Individualized Learning Kits), state particular behavioral objectives and then provide a variety of learning experiences for achieving these objectives.

Evaluation and completion are based on clearly defined performance standards. A "pass" grade is given for successful completion of a credit block. The student begins the program in his sophomore year with a set of exploratory activities designed to develop an interest in, and a commitment to, teaching. As a junior or senior, he does some teaching in one of the public schools. After the teaching practicum, the student has a time of reappraisal during which he can correct areas of weakness noted in his training so far, he can pursue special interests, or he can assist other students in earlier phases of the program.

Approximately 700 students out of the total student body of 7,500 are involved in the program.

For
Distinguished
Achievement
Northeastern State College
Tahlequah, Oklahoma
President
Robert E. Collier

Recognition is given to Northeastern State College for its *Cherokee Bilingual Education Program* which assists the area's public schools in providing an approach to teach the Cherokee-speaking elementary school students who come into the public schools unfamiliar with the English language. The Cherokee Indians of northeastern Oklahoma are a significant portion of the undereducated and low-income families in the state. Long a proud tribe, the elder Cherokees have retained their native tongue as the language of the home. Under the program, children who come from homes where English is not the dominant language can receive instruction in both English and Cherokee at the start of their formal education until the former language is sufficiently understood. The plight of the nonEnglish-speaking child placed in the American classroom is well known to educators. Traditionally these children have been poor achievers and dropouts. Since materials designed for bilingual instruction in English and Cherokee are nonexistent, the program staff had to forge new materials. They developed primary stories and music activities in the Cherokee tongue, introduced reading programs with special instruction for bilingual use, worked out instructional materials for the implementation of two college-credit Cherokee language courses, formulated lesson plans and learning activities for the Cherokee-speaking student, and enrolled teachers and aides in college-level Cherokee language classes. Most important to the program's success has been the willingness of the staff to undergo language courses and workshop sessions in order to understand the bilingual problems encountered in the classroom.

For
Distinguished
Achievement
Salem State College
Salem, Massachusetts
President
Frank L. Keegan

Recognition is given to Salem State College for its *Peabody Early Childhood Education Project* (PERCEPT), which prepares women with degrees in fields other than education to teach children ages three years through eight. Funded under the Education Professions Development Act, PERCEPT was designed to attract into early childhood education women who, for the most part, were mothers with a vested interest in education and teaching. Most were over 30 years old. The need by the state of Massachusetts for professionally trained teachers in early childhood education became acute when a legal mandate was passed calling for public kindergartens by 1973. Not only has PERCEPT attracted novice teachers who might not otherwise have come into early childhood education, but the project emphasizes the "open education" in the schoolroom for the youngsters, who come from a variety of subcultures and differ in language, race, and socioeconomic background. Close ties are maintained by the project participants with parents through scheduled videotapes of activities. Alternating two five-week training periods, the novice teachers first work with children three to five years of age and then with five- to eight-year-olds. For the early childhood majors, PERCEPT gives practical information and opportunities to observe "open education" in action; for the disadvantaged children who speak Greek, Spanish, or Portuguese upon entrance into the program, most can leave ten months later speaking fluent English.

For
Distinguished
Achievement
State University of New York College of Arts and Science at Plattsburgh
Plattsburgh, New York
President
George W. Angell

Recognition is given to the State University of New York College of Arts and Science at Plattsburgh for its *Teacher Preparation Through School-Community Living Project* in trying to provide the student with professional experiences placed early in the curriculum and reaching beyond the classroom. Using the setting of a nearby village, Ausable Forks, which is located in an impoverished area, the project puts students and a professor into the community, both as residents and as teachers. Half of the time is spent in the public school and in the pupils' homes and the remainder is spent in individual study and in seminars. Rather than relying on second-hand acquisition of the concepts and principles needed for teaching, the students—college sophomores—learn through analyses of the real-life experiences they are encountering in the village school. A large number of the schoolchildren are disadvantaged and in need of special help. Three ideas underlie the *Teacher Preparation Through School-Community Living Project:* that teacher preparation must include real-life experiences; that community study must be part of a teacher's preparation; and that opportunities must be provided for preservice teachers to work with disadvantaged youngsters. The teaching and administrative staffs in the school district have cooperated with the college in carrying out the project. The Ausable Forks Board of Education is now working on a new program for an open-space school which will need the kind of informed and flexible teachers emerging from this experiment in teacher-community involvement.

For
Distinguished
Achievement
Wisconsin State University
River Falls, Wisconsin
President
George R. Field

Recognition is given to Wisconsin State University at River Falls for its *River Falls Model Program for the Preparation of Elementary Teachers* emphasizing active student involvement in prestudent teaching experiences. The 50 participating junior elementary education majors are pursuing teaching competencies through an individualized, task-oriented approach. At the beginning of each quarter, instructional packets are distributed which include activities designed for large- and small-group instruction, professor-student conferences, individual and small-group projects, and miniteaching experiences. The student progresses in these tasks at his own pace. He observes and works with children, utilizes a variety of audiovisual materials on individual and small-group bases, visits schools, and studies the teaching process in a variety of ways. Viewed as an alternative to the traditional elementary education program at River Falls rather than as a potential replacement, the model program offers an individual, activity-centered approach. Students in the program take no courses outside of education during the two quarters. The first quarter covers educational foundations; the second quarter deals with methods. The program has demonstrated that it is possible for a small university with limited resources to draw upon emerging ideas in teacher education and apply them to a specific situation.

Special Recognition

Chadron State College
Chadron, Nebraska
President
Edwin C. Nelson

College of Steubenville
Steubenville, Ohio
President
Very Rev. Kevin R. Keelan

Idaho State University
Pocatello, Idaho
President
William E. Davis

Montclair State College
Upper Montclair, New Jersey
President
Thomas H. Richardson

State University of New York College at Buffalo
Buffalo, New York
President
Elbert K. Fretwell, Jr.

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Adams State College
Alamosa, Colorado
President
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Appalachian State University
Boone, North Carolina
President
Herbert W. Wey

Asbury College
Wilmore, Kentucky
President
Dennis F. Kinlaw

Ball State University
Muncie, Indiana
President
J. J. Pruis

Bowling Green State University
Bowling Green, Ohio
President
Hollis A. Moore, Jr.

Chicago Consortium of Colleges and Universities
Executive Director
John M. Beck

Cleveland State University
Cleveland, Ohio
President
Harold L. Enarson

College of Mount St. Joseph on the Ohio
Mount St. Joseph, Ohio
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Sister Adele Clifford

College of Saint Rose
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Concordia Teachers College
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President
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Canton, Missouri
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Greenville, North Carolina
President
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President
Marion D. Thorpe

Fairmont State College
Fairmont, West Virginia
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E. K. Feaster

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and Mechanical University
Tallahassee, Florida
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Benjamin L. Perry, Jr.

Florida Technological University
Orlando, Florida
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Charles N. Millican

Framingham State College
Framingham, Massachusetts
President
D. Justin McCarthy

Georgia State University
Atlanta, Georgia
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Glassboro, New Jersey
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of Puerto Rico
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Kutztown, Pennsylvania
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University of Wisconsin
Madison, Wisconsin
President
John Carrier Weaver

University of Wyoming
Laramie, Wyoming
President
William D. Carlson

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Western Carolina University
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President
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Bowling Green State University
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Hollis A. Moore, Jr.

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Steubenville, Ohio
President
Very Rev. Kevin R. Keelan

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Moorhead, Minnesota
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President
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San Francisco, California
President
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University of Connecticut
Storrs, Connecticut
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Homer D. Babbidge, Jr.

University of Utah
Salt Lake City, Utah
President
James C. Fletcher

Wittenberg University
Springfield, Ohio
President
G. Kenneth Andeen

Special
International
Award
Wayne State College
Wayne, Nebraska
President
William A. Brandenburg

The Special International Award for Excellence in Teacher Education for 1971 is presented to Wayne State College for its *Nebraska-Scandinavian Summer Institute*, which stressed international understanding in its exchange program. In the Midwestern Plains area—which in the past has symbolized the heartland of American isolationism—the Nebraska college, cooperating with three sister colleges, formed the institute to enable exchange between American and Scandinavian students and teachers. During 1969, the initial year, 32 teachers and students representing 25 communities in the state went to Scandinavian countries. Twenty-eight of these were elementary and secondary schoolteachers in the humanities and social sciences, and four were outstanding seniors from the Nebraskan colleges Wayne State, Peru, Chadron, and Kearney. The institute set these goals: (1) to strengthen the intellectual community of the state through an enriching educational experience, (2) to enable students and teachers from the United States to understand the interrelated forces which have produced today's world and which are shaping tomorrow, and (3) to deepen understanding of American institutions by comparison with and contrast to those of foreign countries—in this case, the Scandinavian countries of Norway, Denmark, and Sweden.

In the summer of 1970, 100 Scandinavian students and teachers came to the Wayne State campus to take part in an American civilization project.

The institute emphasizes an interdependence between the Atlantic community and the United States. On the one hand, individual lectures and courses underscore the North Atlantic theme in military, economic, and political affairs and, on the other hand, individual lectures and formal courses present broad perspectives on Scandinavia's cultural and social history, particularly those contributions to its heritage which are common to the heritage of the United States. One Nebraskan participant summed up the experience of journeying from the heartland of America to the Scandinavian setting: "We have been taken from what is a very small world for many of us and been exposed to new people, customs, climate, and geography. Instead of living under the same pattern of life, we have seen how the Scandinavians live and have at least one different aspect with which to compare our own civilization."

Annual Meeting 1971

The Twelfth
Charles W. Hunt Lecture

THE IMPOSSIBLE IMPERATIVES: Power, Authority, and Decision Making in Teacher Education

Evan R. Collins
Professor of Higher Education
Boston College

THE CHARLES W. HUNT LECTURES, given over a period of 12 years at the Annual Meeting of the American Association of Colleges for Teacher Education commencing in 1960, were established by action of the Executive Committee of the Association. The lecture series was conceived as a professional tribute to the long years of leadership and service Dr. Hunt has given to teacher education as a teacher, a university dean, a college president, secretary-treasurer of the American Association of Teachers Colleges, and consultant to the Board of Directors of AACTE.

Charles W. Hunt has combined vision with practicality in encouraging voluntary cooperation among higher education institutions for the improvement of teacher education. The AACTE is proud to acknowledge its great respect and appreciation for Dr. Hunt's educational statesmanship, his devotion to teacher education, his insights into human behavior, and his personal friendship.

DR. EVAN R. COLLINS, the twelfth Hunt lecturer, can be accurately called a "teacher of teachers." Directly after earning his A.B. at Dartmouth in 1933, he became instructor and director of programs at Tabor Academy in Marion, Massachusetts. He received his Ed.M. (1938) from Harvard and went on to become director of placement (1938), then assistant dean of the Graduate School of Education at Harvard (1939-46). Dr. Collins completed his doctoral work (Ed.D., Harvard, 1946), taking time out for wartime service as chief of operations analysis with the Second Army Air Force (1943-45) and later as special consultant to the Assistant Secretary of the Air Force.

He was named president of the State University of New York at Albany and served there from 1949 to 1969. In September of 1969 he assumed his present post as professor of higher education at Boston College, Chestnut Hill, Massachusetts. He wears two hats inasmuch as he is concurrently director of the Institute for College and University Administrators of the American Council on Education.

DR. COLLINS: On behalf of all who are here, I welcome this opportunity to join in doing honor to Charles W. Hunt. We salute him as a true pioneer in the field in which we are all engaged, one of a very few who early seized a vision and worked to make it real in the institution he led, in his wide-ranging contacts with colleagues, and in this national organization he nurtured from its beginnings 53 years ago. We salute him, too, as one old-timer who has stayed young and still active—a valued counselor at meetings of the Board of Directors, a vigorous participant in today's events.

For us all, this Annual Meeting is a time to renew our friendships with our colleagues and counterparts at other institutions and to swap professional gossip. More, it is a time to inquire into the state of the art, to assess the year just passed, to try to discern the murky future—even to plan to impose some shape upon it.

We must surely agree that 1970 was an amorphous year, a period with few distinctive characteristics. Its major developments were continuous, they were *culminations* of trends; there were no *new* trends. Since Kent State and Jackson State and Cambodia, the campuses have been generally quiet; we are almost tempted to suggest "Not much seems to be happening now." That would be a bitter suggestion: that only violence is noteworthy. It is rather an urgent reminder that we cannot construe this relative calm to mean not much *needs* to happen or, worse, that we can go back to the good old days that never were. Instead, we recognize it as a time to plan change, when we are not pushed by events so that we merely react. We can now seize the initiative. We know we still have our deficiencies; we know they need to be overcome. We will not be misled or sidetracked by calm or apathy or exhaustion, by the old smug belief that nothing needs to be changed.

This awareness, this sense that 1971 is a time for decision and initiative is clear in the theme for this Annual Meeting—*Power, Authority, and Decision Making in Teacher Education.* My title, *The Impossible Imperatives,* reflects my feeling that the tasks we face are so difficult as to seem impossible, so urgent as to be imperative.

I. There is no need to remind ourselves of our worries and woes. This year, as we meet, we share a sense of sharp concern. The university is in trouble. I refer not only to our precarious financial position, although that is a symptom. Our basic *malaise* is more deep-rooted. We need not be reminded how many candidates in the 1970 election won votes by lambasting higher education. Led by the Administration's acrimonious alliterator, spokesmen for both left and right found the campus fair game, and—to our concern—found the voters agreeing with them.

Why did these critics find such ready response? Certainly there has been a shift in the public's opinion of us. During the 1950s and most of the sixties higher education reached new heights of public esteem and affirmation and support. Faculty salaries rose, legislatures were generous in their appropriations, and more and more people applied for college admission; we felt wanted. The G.I. Bill had been the first national affirmation of the principle that, whatever we meant by it, higher education should be open to a whole generation. We were only approaching the implementation of this ideal, but its impact was already apparent in the programs and purposes of our colleges.

Under these pleasant pressures, we began the sixties, mildly protesting but not prepared for the changes necessitated by two factors: the dramatic increase in numbers and the less-easily-measured but farther-reaching revolution of values in the college population. We talked almost happily about a national population

increase of more than three million a year—adding the population of a city like Phoenix, Arizona anew each month—about a birth every seven and a half seconds, eleven thousand future students born each day. We did not question whether the higher education we had developed for the few would be appropriate for the majority of the age group now readying for college; even less did we question whether this new generation of college-goers was, indeed, quite like its predecessor—in lifestyle, in aspirations, in value structure.

We did, then, an impressive job of meeting the quantitative needs—building the plants and staffing them, expanding existing institutions and developing new ones. In our understandable preoccupation with these immediate problems, we had little time or energy for change. We were largely concerned with extending higher education as we had known it, without serious reconsideration of its continuing appropriateness for a vastly extended college population. There was experimentation—we can point to a Green Bay, a Monteith, a New College, a Santa Cruz, to scattered innovations in organization or curriculum. But in many cases even these were essentially experiments in management, attempts to improve the grouping of students or the organization of instruction, better to do what we had long ago agreed it was our mission to do. We "raised" admission standards, not by changing them, but merely by applying the old standards more rigorously, and we made corresponding adjustments in curricular regulations.

Perhaps we oversold ourselves, plugging the old reliable product to the new market. Have you seriously read your catalogue to see what it is you seem to promise your institution will do? Whatever our local variation of the program in general studies, can it truly develop in students an appreciative awareness of the ways of problem solving in science, a grasp of the major contemporary problems in the social and political fields, an appreciation of the major modes of thought and expression in the humanistic areas, a mature set of values, a well-grounded preference for the good and the beautiful, and a lifetime devotion to learning?

"In the majority of the 2,300 institutions . . . ," Lewis Mayhew reported a year ago, "students enter and leave and seem to grow not much more than they would have had the time been spent in war, work, or welfare."* He is supported by Trent's finding that college graduates ". . . could be judged largely apathetic to intellectual inquiry and social issues."**

Perhaps our claims have been a bit overdrawn. Perhaps these were functions our institutions could serve, objectives we could realistically seek, *when our student group was more narrowly selected.* Most of us, I submit, find them unattainable under the pressures of the new numbers we undertake to serve. But more fundamental is the question of whether such objectives—and the programs we developed long ago to attain them—are not only attainable, but *appropriate* for the new student population. This group is different not only because it is larger and more representative of the age group, it is different—*how* different we do not yet know—also because of the impact of a whole new complex of social stresses and generational pressures upon it. To quote Margaret Mead, "We have for the first time in our history a youth generation that actually does know more than their elders." But no member of the parental generation can honestly say of his experience, "Yes, I know; I remember how it was for me." And we are only beginning to recognize that, under the

* Paper developed for American Council on Education, Institute for College and University Administrators, November 1969. (Unpublished)

** Trent, James W., and Medsker, Leland L. *Beyond High School.* San Francisco, Calif.: Jossey-Bass, Inc., 1968, p. 232.

impact of such deep-rooted social change, the motivations, the aspirations, the values are changed too; student expectations of the college or university—and thus, for them at least, the *purposes* of the university—have changed.

Thus, in brief, we did an impressive job in the sixties of extending higher education, as we knew it, to a vastly expanded group of students. We've been somewhat less successful in doing all that we advertised for those students, probably because we promised too much. Less impressive still has been our readiness to review whether this, any longer, is the job that needs to be done. The group to be educated, because it is a more representative fraction of the age cohort, is different in *composition*. The group, because its experience is new, is different in *character*. Its values are different, and what it needs to obtain from the college or university may well be different.

So we gather here with a sense that the university is in trouble.

II. Our concern, as members of institutions admittedly in trouble, is not relieved but deepened when we turn, within this context, to our own field—the preparation of teachers and other school personnel. All the problems harassing the campus as a whole are familiar to us in professional education. Students in education are not exempt from the stresses and pressures that affect all students. Nor are our courses particularly singled out as shining exceptions to student charges of poor teaching, or impersonality, or irrelevance. Indeed, to the complex of all-university problems most of us in teacher education must add a clutch peculiarly our own.

These special problems of ours turn on the question of professionalism and the professional component in the preparation of teachers. At least since the time of Samuel Hall's normal academy, professional educators of teachers have been trying to maintain a precarious balance: between, on the one hand, the need for practical, clinical experience in the work of the classroom teacher of children and, on the other, the desire for academic prestige or at least respectability as defined and controlled by the liberal arts faculty in our colleges and universities.

The history of teacher education in this country has been the history of three simple revolutionary ideas: that teachers need special preparation for teaching; that the provision of this preparation is a matter of public, *i.e.* social, concern; that the study of this field is properly in the schools. Hall's school at Concord represented acceptance of the first of these ideas, that teachers need professional training. For the other two ideas to develop, to travel 14 miles down the road and gain some acceptance in the Harvard yard as an A.M. in T. program, took almost a 100 years. And the balance between professional clinical work and work in the academic disciplines is still a precarious one.

It has been the function and responsibility of the professional school or department to effect a constructive reconciliation of the disparate elements and to maintain a balanced program, enlisting the cooperation of the liberal arts faculty for both general education and subject-matter preparation and the participation of the practitioners in the field to provide clinical experiences and supervision. The professional faculty looks both ways and shares the expertise of both groups as it blends both elements with its own teaching in the program. This program-making responsibility and authority is central to the policy decisions governing teacher education in the university. The faculties of the schools or departments of education stand at the pivot of this sometimes uneasy alliance. They must take the lead in continuous adjustment and accommodation. In the process, we

not infrequently find that we have alienated our associates in the field, without ever having made unshakable allies of our colleagues in the arts and sciences.

We are vulnerable and culpable to both sides, but especially in our relationships with our colleagues in the field. Many, if not most, arrangements for student teaching and laboratory experiences are essentially exploitative—rarely of the children, the pupils; not infrequently of the neophytes, the college students; and principally of the classroom teachers. The laboratory function, at one time served largely by the campus school of many colleges, now falls more heavily on the public and private schools because increased enrollments in teacher education have hastened the demise of the "practice school." This service by schools and teachers is usually sold as a professional obligation; this is probably a valid basis, and it recognizes the inadequacy of the other common forms of recompense—the tuition waiver, the token stipend, the annual free dinner in the college cafeteria at which the student teachers "entertain" their critic teachers and the dinner speaker extols and applauds the true professional collaboration between institutions, cooperating teachers, and school systems, as represented at the once-a-year festivities.

But most of us would be forced to acknowledge that, in fact, we too seldom invite our field colleagues to contribute as equals to our program discussions or to participate fully in policy formulation. Indeed, within the closer relationship of the university faculty, the status of the campus schoolteacher has traditionally been that of the second-class citizen. Fifteen years ago, A. R. Mead put it in strong terms: "By and large, what has been done to these workers and about them has been a shame and a disgrace to the profession. They have been paid smaller salaries . . . not allowed to have faculty rank in many cases, not allowed to share in faculty deliberations in most cases, sometimes sneered at by persons who should know better. . . ."* I submit that we're not often doing much better today.

This kind of snobbism within our ranks reflects our own use of the irrelevant standards we decry when they are used against us. Since the Greeks, disdain of manual activities has characterized elitist university education, has isolated intellectual pursuits from their social setting, and has rendered suspect the elements of professional preparation in the undergraduate years. Too often teacher educators have accepted this irrelevant basis for academic prestige and perpetuated the false dichotomy between work and academic worth.

Whatever its roots, our failure to recognize our classroom colleagues as full partners leaves us open to charges we can disregard only at our peril. We should not be amazed that our unilateral policymaking is now questioned and is, indeed, to be curtailed. The NEA, through TEPS, is frank to acknowledge its plans to take over the direction of teacher education. The directors of your Association were assured by the representatives of TEPS at a recent meeting that neither the colleges and universities, nor the professional faculties, but "*teachers* must have the major voice . . . they must be largely responsible for determining who shall be candidates for the profession and by what standards teachers shall be prepared (including accreditation of institutions)."**

The 1971 budget for our largest school system, that of New York City,

* A. R. Mead and others. "Present and Future Uses of Laboratory Schools in Teacher Education." *Functions of Laboratory Schools in Teacher Education.* (Edited by Alex F. Perrodin.) Washington, D. C.: Association for Student Teaching, 1955. p. 139.

** National Education Association, National Commission on Teacher Education and Professional Standards. "The Meaning of Accountability: A Working Paper." Washington, D. C.: the Association, November 1970. p. 6. (Mimeo.)

was headlined in *The New York Times* as placing "the highest priority" on teacher training through "learning cooperatives" set up by the school system in each borough. Other school systems and the public offer additional evidence of our having forfeited their confidence in institutionally-dominated decision making. As of December, 16 states had enacted professional practices legislation and 25 states had enacted negotiation statutes for teachers. Both types of action clearly give support to the program of the organized teachers. And teacher educators cannot at this juncture count on strong and enthusiastic support from their colleagues in the liberal arts. Yet our need for such support increases as it becomes clearer that the program-making, policy-formulating authority of the professional faculty is what is at stake. That authority—over the curriculum for teacher education and over standards for admission to programs in teacher education and for performance in our courses—has long been vested in the colleges and universities preparing teachers. It is passing from us, in part by our default and forfeit, in part as a result of aggressive organizational policy.

The hour is already late.

III. My remarks so far may seem a somewhat grim catalog of problems, hardly calculated to launch a wave of optimism over this Annual Meeting. I wish I could simplify the difficulties or even specify them with sufficient clarity so that solutions would seem more readily apparent. But our present problems are both complex and difficult, and their solutions are not subject to simple prescription. Although I began by indicating our present opportunity to shape the future, we may indeed conclude, when we really face the task, that the imperatives are impossible, although the impossibilities are so clearly imperative. I would suggest only two general rubrics which may help order our efforts by suggesting priorities.

We face two related tasks. The first is redefining the purposes of the university. In this task, we need to proceed not as though we were wielding power but, rather, exercising authority. The second task is that of realignment for the preparation of teachers. Here we need to unite in the common task—with the authority this unity generates—those who now pursue the divisive tactics of power. In both cases we begin with the nature of power and with a distinction between power and authority. Power, even as in "power to the people," commonly denotes force and assumes that, by the exercise of strength, we can coerce consent. Short of naked physical force, any exercise of power requires, of course, the act of consent. The recipient of an order must perceive it, comprehend it, and consent to it if the order is to have effect. This consent may be engineered crudely, as in a dictatorship, by making the alternatives more unpleasant than consent (although coercion feeds on itself, requiring more and more drastic enforcement). Such use of power ignores or subverts our cherished concept of the consent of the governed, which undergirds democratic organization and the development of legitimate authority. Power, which is coercive, *enforces* consent and invites sabotage. Authority, which is legitimate, *earns* consent by developing preponderant agreement on ends and purposes. To achieve objectives to which he subscribes, the individual consents to the exercise of the authority he acknowledges as legitimate.

In the American university, coercion as a form of authority has not been significant, even if some would have it so. As Glazer points out, "When authority there loses the capacity to act based on common acceptance of its legitimacy, it has no other source of power to draw upon."* Within the university, in theory, administrative

* Glazer, Nathan. "The Six Roots of Campus Trouble." Address to the American Alumni Council adapted for the *Harvard Bulletin* 73:1.

officers exercise power delegated to them by the trustees, in whom it is legally vested as representatives of the larger social body. But in practice, the trustees often no longer have effective *power* to delegate; it has been legally diminished by the courts and legislatures (notably in the areas of civil rights and due process), by the unions (particularly in salary matters, personnel practices, and working conditions), and, increasingly, by successive refusals to consent to its exercise (most often by students).

Such frustration of legal power always poses the temptation to travel the authoritarian route—to escalate the penalties, to make the alternatives to the acceptance of asserted authority so progressively unpleasant, and finally unbearable, that at last not even the strongest will withhold compliance. But we know where that road leads, and we reject it.

The converse error is the "cop-out": the abdication by the university of powers which are contested. It is tempting, when frustration runs high, to turn to a different source of authority when the authority of the university fails—to turn over to police and courts, for example, the regulation of all but purely academic matters, thus surrendering the privilege of institutional self-regulation to external civil authority.*

The more productive alternative lies in the exercise of leadership, in the recognition that only *earned* authority can command continuing support, or at least acceptance, each new day, each new issue, by tapping anew the reservoir of commonly accepted motivations, aspirations, or formulations of the university's purposes. Some authority accrues to the designation of special administrative responsibilities; more is inherent in the acknowledged expertise of the scholar or the administrator, or is earned anew in each act of leadership, in decision making which enlists the assent of the group. Such a course of action necessitates a high degree of skill in leadership—in anticipating which problems will be critical or perhaps in selecting which problems to emphasize—while there is still time for the processes of participatory democracy to work, to be successful, and thus to generate new consensus.

Such authority is, of course, based upon goals shared and accepted; authority gains its legitimacy from dedication to these common goals. Without such acceptance by all groups in the university, decision making deteriorates into power wielding, with a greater or lesser degree of coercion implicit in decisions. It becomes imperative, then, for the university to redefine its goals, not only to clarify its aims but also to enlist support, to earn acknowledgement of its legitimacy. Here the matters of purpose, of process, and of product are inextricably interwoven. *We cannot expect true consensus regarding goals which result from the exercise of arbitrary power or from an empty "ploy" aimed only at consent without realistic participation. We may reasonably expect renewed support—the acknowledgement of authority—only from those who have given assent to the process and thus to the product of decision making.* We must, in fact, operate not as though we were wielding power, but rather exercising acknowledged authority. I recognize, of course, how difficult such a prescription is to follow, especially when the patient is gravely ill. A time of crisis is not one in which to develop credibility and confidence. But the present period of relative calm gives us that opportunity and, therefore, imposes that obligation.

The goals to be sought must, we know, be *shared*, not imposed by any part of the university upon the whole.

* Cf. McConnell, T. R. "Faculty Interests in Value Change and Power Conflict." *Value Change and Power Conflict in Higher Education.* Center for Research and Development in Higher Education, University of California, and Western Interstate Commission for Higher Education. Boulder, Colorado: 1969, p. 69.

Any attempt at imposition, any use of even the forms of force, impugns the validity of the goals and subverts the consensus that supports legitimate authority. Is it realistic to expect such consensus? When we seek substantial agreement on the purposes of the university, what problems may we anticipate? The most immediate and visible problem is the emergence of a youth culture which differs so sharply from its parent culture as to seem revolutionary. Its values are so radically different that some observers see no possibility of accommodation. Nathan Glazer, for example, sees the "challenge to intellectual and rational values, (to) everything involved in the process of learning. For the youth culture has . . . some favored cultural orientations: mysticism, astrology, science fiction, encounters. All this undercuts the critical functions of the colleges and universities." It is, he says, "the rejection of all the values which are incorporated in the current curriculum—balance, objectivity, rationality, analysis."*

Without questioning whether these values are indeed incorporated into our present curriculum, and whatever are the merits of such a description as Glazer's, we have little basis or hope for a constructive resolution of the problem. Its real danger is that it tempts us to view the student as an adversary, alien, or antagonistic element we must overcome if we are to maintain the university. This is an insidious approach, seducing us to the use of power rather than the development of authority. This is the extreme of the "The campus would be a fine place if only it weren't for the students" syndrome, and we forswear it.

We are not describing here the one percent of students on the extreme left and right, those whom Keniston and Lerner describe as the "unholy alliance" against the campus, who are together forcing an identity of violence upon students.** Instead, we are discussing the other 99 percent (no one's silent majority). This is the group with whom we must communicate and whose constructive contributions must be comprehended in our reappraisal of the purposes of the university.

They are not antagonists, but allies. Disillusioned and sometimes despairing as they may sound, they are groping, as we are, not for a return to the dear old days and not toward a destruction of all that is established, but for a new formulation that will combine the enduring values with a new relevance. They are more demanding than we in formulating purposes for their lives and, hence, for their universities. We have underestimated the stress of a society characterized by affluence, the absence of noble goals, technology without a tradition of service and social responsibility. We have ignored a dilemma. Youths face a world they cannot accept because they cannot reconcile its idealism with its shortcomings in practice, so they read "hyprocrisy." They feel a need to reform the world by next Tuesday, but they have to learn to live in it now, *with* all its injustices. We must not be put off when we find that their revulsion at insincerity leads them to overreact—to think that strong feeling, honestly expressed, justifies unreasonable action.

Yet they are not adversaries, and they are more than allies: they are our students. We have worked hard to teach them a concern for social justice and peace in the world and for improvement of the quality of human life, and we should be proud that they now seek those ends, however gropingly. As Richard Gill observed, radical issues are far too serious to be left to the radicals.

We need to join with them, not in politicizing the university to become

* Glazer, *op. cit.*

** Keniston, Kenneth, and Lerner, Michael. "The Unholy Alliance Against the Campus." *New York Times Magazine*, November 8, 1970.

an instrument to achieve these goals, but in leading the university in its traditional and distinctive purposes of study and learning. The study of our society's crises and its goals and motivations are the proper business of the university. Such goals we can share. In sharing, we can together support not the forms of power, but the usages of consent along with the acknowledgement of that legitimate authority through which voluntary society establishes and achieves its common goals. Such an end we earnestly seek.

IV. We have been saying that the expression of the purposes of the university is always a precarious consensus, a fragile compromise; the power to lead, to formulate goals and pursue them, cannot be legally granted, not formally delegated, not merely asserted, but must be earned many times over by those who would maintain and make effective the delicate strength of the university.

The same general considerations govern the complex of crucial decisions determining the program of teacher education. This formulation, too, is based not on any grant of legal power, but on the much more difficult and demanding development of a consensus, a sense of colleagueship, of the patient pursuit of true participation by all who can contribute to a solution of the problem. Engaged in the formulation must, of course, be those who have the key contributions to make—the practitioners in the classrooms of our elementary and secondary schools and the concerned college faculty members in the fields of the arts and sciences—led, hopefully, by the professional faculties in education.

To reestablish this consensus, we have many broken relationships to repair, many breaches to restore. We in the professional field of teacher education need to acknowledge our past shortcomings and to face up to the results of our neglect.

One such result we do not need to acknowledge; it is clear that it is already upon us. Our neglect of the classroom teachers as colleagues in program making and our exploitation of them as co-workers have led to their demands for a stronger voice in policy. Indeed, if we take TEPS at its word, as quoted earlier, that organization wants, if not the *sole* voice in policy determination, certainly the dominant one—"the major voice"—so that teachers "must be largely responsible" for determining who enters the profession, by what standards they will be prepared, how they will be educated in service, and which institutions will be accredited.

General acceptance of this position, understandable as it is, would be a dangerous step backward in teacher education. Acceptance of the TEPS position would deny the university-based scholarly quality of teacher education. It would, for the profession, constitute a major step toward syndicalism. It would divert attention and energy from the main job of the schools to a debilitating, unprofessional scramble for power.

Concerning the first of these points—the university-level roots of teacher education—note was made earlier that this realization gained general acknowledgement only after acceptance of the idea that teaching requires special professional preparation and that the provision of such preparation is a matter of social concern and public policy. Only in the last few decades has it been generally acknowledged that teachers need realistically to be educated at least to the level of the baccalaureate; that the study and development of the field of education as a proper subject of scholarly inquiry, as an emerging discipline, requires university-level attention. Only as pedagogy emerged from its "codebook" or "how-to-do-it" stage and established a theoretical base did we trace and strengthen its roots in the academic disciplines. Only then did the classroom

practitioners acknowledge the need for a theoretical structure which extended beyond the range of their daily problems or the need for the formulation of the professional program of preparation to rest increasingly in the professional faculty.

On the second point, which we have referred to as the first step toward syndicalism, there is no need to remind this group that the educational enterprise is conducted not for the collective teaching staff, but for the health of the total society as it is enhanced by the provision of education for its children. Absolute control of an occupation or profession by those who practice it directly—be they teachers, lawyers, physicians, civil servants—is syndicalism rather than democracy. As W. H. Cowley pointed out long ago, its adoption "would mean that military men would completely control national defense establishments, that clergymen would similarly have exclusive domain over churches, and that civil servants would be unrestrained in the management of civil governments." Organizations of classroom teachers quite understandably tend to center their organizational concerns on matters of teacher welfare—working conditions, pay scales, and the development of political leverage to assure improvements. These are important, surely, to teachers, but they are not the aims of the schools nor of the programs to prepare teachers.

In addition to the dangers of sacrificing the university character of teacher education and of the devious shortcomings of syndicalism, we must avoid, if we can, the costly scramble for dominance, in which the schoolchildren would be the first losers. In a contest of sheer strength, there would be little question: the organized schoolteachers have the *power*, especially as they organize to force consent. Ours is the responsibility to earn once again a position of authority, based on agreement upon our common goals and responsibilities. The school systems, the organized teaching profession, the institutions of higher education—each has a distinctive and important function; all have common concern for effective educational programs. For any one of the partners either to default on its distinctive responsibility or to seek to infringe on another's would endanger the total enterprise. If college and university teacher educators default on the exercise of their distinctive responsibilities, they leave to the teachers in elementary and secondary classrooms the responsibility for developing and teaching programs of teacher education. For this teachers have neither direct preparation nor opportunity to address themselves to the problem.

Instead, members of this Association, as leaders in American teacher education, need again to assert the complex nature of the teaching responsibility and the implications of this complexity for the programs of preparation; they need to reflect and rebuild in those programs the essential sense of colleagueship, so that the programs may be effective. Our relationships with school systems and with classroom teachers, among individuals or organizations, are the relationships of equals—*of equals with differentiated responsibilities and with accountability for different functions.* The established school systems, through their administrative staffs and classroom teachers, are, and should be, held primarily responsible for the education of pupils at elementary and secondary levels. For the education of teachers at all levels we hold to account the teacher educators, whose leadership is represented here tonight. It's time we got on with the job.

It will not be easy. The job is complex, and we are confused. The tasks may well seem impossible: to redefine the university, to maintain its ancient values and give them new force for a generation more humanely motivated; to reestablish in our

universities a colleagueship in teacher education that may yield truly professional programs—these tasks you may well consider impossible, imperative though they be.

The power to effect these decisions is not ceded in courts or contracts or laws, nor is it granted by boards or legislatures. But there is power also in patience and persistence and persuasion. There is power in understanding and in the values and the vision of our profession. And there is power in knowing that, despite our inadequacies, the job must be done because we dare not fail. Thus is the task imperative, impossible though it may seem.

In James Gould Cozzens' book *The Last Adam,* there is this passage:

"Don't be cynical," Judge Coates said, ". . . Nobody promises you a good time or an easy time. I don't know who it was said when we think of the future we fear. And with reason. But no bets are off. There is the present to think of, and as long as you live there always will be. In the present, every day is a miracle. The world gets up in the morning and is fed and goes to work, and in the evening it comes home and is fed again and perhaps has a little amusement and goes to sleep. To make that possible, so much has to be done by so many people that on the face of it, it is impossible. Well, every day we do it; and every day, come hell, come high water, we're going to have to go on doing it, as well as we can."

"So it seems," said Abner.

"Yes, so it seems," said Judge Coates, "and so it is, and so it will be! And that's where you come in. That's all we want of you."

Abner said, "What do you want of me?"

"We just want you to do the impossible," Judge Coates said.

God grant we may find success.

The Classroom Crisis
Presenter: Stanley Elam
Editor, *Phi Delta Kappan*
Bloomington, Indiana

I think *Crisis in the Classroom* is a monumental achievement. It is probably as valuable as the Conant study of the early sixties, but in a somewhat different way.

Last week, I talked with the deans of three midwest teacher preparatory institutions which collectively produce nearly 6,000 certificated teachers annually. Each dean told me that he had *Crisis* and that it was being carefully studied by his faculty.

A year after Dr. Conant's book *The Education of American Teachers* appeared, Don Robinson, who is currently acting editor of *Phi Delta Kappan,* tried to assess the impact of the book in a special issue of the magazine. He gave Mr. Conant A's for sincerity, devotion, and impartiality. He gave him a B on scholarship, and he gave him a miserable D on impact and practicality. It was probably too early to give a grade on impact, just as it is too early now to grade Mr. Silberman on that score.

But Don based his grades on the reports of 21 competent journalists from around the country. Their conclusion was that Conant's book, at that point, had effected almost no change in teacher education. In many places the initial reaction was to appoint a committee to study the book and report to the university faculty, the faculty of education, the faculty education council, the state governor, the state board of education, or the legislature. So much for books.

But I am exaggerating because Robinson really was not that pessimistic. Let me quote from his report:

> One conclusion emerged clearly. The education Establishment is not devoted to the politics of consensus. Educators are taking their opinions from no one, neither from Conant nor from the NEA nor from AACTE nor from NCATE. They are deciding for themselves how much Conant they will have, and some are ready to have a great deal and some very much less. Nearly all are heartily in favor of adopting some of the proposals, only there is no agreement on which ones.

Don assumed that *it was up to educators whether the Conant proposals would be adopted, and evidently he was right. They did and still do hold the power of veto.* Few state legislatures or other public instruments forced Conant's proposals on teacher education, although there were some notable exceptions.

Conant made 27 specific recommendations and 12 of these required action by the faculties, administrative officers, and trustees of

institutions educating teachers. Among the 12 was the recommended establishment of clinical professorships—a rather ill-defined position analogous to clinical professorships in certain medical schools. This proposal excited the most attention.

When I talked with deans of those huge midwestern teacher factories last week, I asked what they considered the most important improvements made in teacher education programs at their institutions over the past 10 years. Each one of them pointed, first, to "clinical laboratories," "increased involvement of the public schools in teacher preparation," or "early clinical experience for all prospective teachers." Perhaps the idea was ripe and ready to be picked. But I think that Conant's book did have something to do with this movement of establishing a new kind of clinical experience for teachers, and usually that experience was at the expense of a classroom course in methodology.

At Michigan State, Dean John Ivy is proud of new arrangements with school systems throughout the state. He speaks of clinical laboratories where analyses of materials and situations take place and where prescriptions are tried and then cranked into the system. There are 157 school districts in this network. A full-time faculty member is in charge of each regional unit or cluster of schools. Part-time or clinical faculty work under supervision of full-time professors in teacher preparation. There is a field faculty force. Student teachers may work in many different parts of a system, not just in one. Also, there are extern experiences for 300 to 400 administrators in training each year. This is a combination of work experience and academic activity.

At Ball State University in Muncie, Indiana, even freshmen get out into the public schools in the university's X-EL program.

Luvern Cunningham is dean at Ohio State University. His public dismay at what goes on in city slum schools in the name of education was rather unkindly used in Mr. Silberman's book. Silberman quoted parts of that classic "Hey, man, you are principal?" But Luvern Cunningham is, in my estimation, one of the truly creative deans in our major universities, and he tells me that at OSU a university-wide committee, with a strong public school component, has developed an ambitious design for the future of teacher education in that state. One feature would be a refined partnership with the state's public and private schools to permit early clinical experience for all students in teacher education. The governor of Ohio has been asked to select 300 teacher education centers or laboratories throughout the state.

Incidentally, OSU called a college-wide faculty meeting on *Crisis in the Classroom*, and Dean Cunningham said that they were very sensitive to the charge of mindlessness. But he also said that the big, tough problem is in transforming attitude sets and capacities to perform responsibly in a new framework. *Not mindlessness, then, but mind-set is the enemy.*

Another problem related to this one is providing motivation for change. *People and institutions change only when it is to their advantage and when they can clearly see that it is to their advantage.* I'm afraid the dynamics of teacher education are such that we cannot really expect quick responses to the challenges of our time. *There is no way of holding the teacher-producing institutions strictly accountable for product.* For that matter, we are not even sure that we can produce anything of value.

In this connection, I recommend an article in the January 1971 *American Educational Research Journal* written by James Popham of UCLA. You will all recognize Popham as a leading exponent of behavioral objectives. He and his associates set up an experiment in which he tried to find

differences between the success of teachers who have had training and people picked up off the street in teaching the same materials in social studies, electronics, and auto mechanics. Popham has yet to find a group of people off the street whom the experienced teachers can outperform, as measured by student learning.

I am told by *Journal* Editor Dick Turner that Popham's experiment has some design problems and, of course, the phrase "people picked up off the street" is not quite accurate. They were appropriate people for the courses that they taught, and they used the same materials as the people trained in teaching. My own criticism of that experiment is that it should have included a group of students who merely read the instructive materials and had no teachers at all.

Popham now contends that he was naive to think teachers would be able to modify learner behavior any more than housewives, TV repairmen, and garage mechanics. Teachers, he says, have not been trained as skilled behavioral modifiers nor are they given this kind of help once they go into the schools. The reward system in the schools does not focus heavily on whether the teacher can modify the learner's behavior.

Popham's experiment is extremely significant and needs to be carefully examined; its limitations need to be understood before we overgeneralize from it. After all, every reasonably good profession has some unique skills that its members alone can perform. Popham's answer to the dilemma is to use measurable objectives. *What is yours?*

I have two small criticisms of *Crisis in the Classroom.*

On page 453, Mr. Silberman observes in a footnote that teacher education is underfinanced. That is of course one of its great weaknesses and a weakness as well of the entire school system. Yet Mr. Silberman fails to discuss the implications of underfinancing, at least to my satisfaction. But this is not really my point. What struck me was that Mr. Silberman said *teacher education is underfinanced for two reasons.* The first reason is that a large number of new teachers are produced at colleges and universities that fall at or even below the C or D levels given in the AAUP rating of faculty salaries. The second reason given by Silberman is that, even in A-rated institutions, proportionately less of the budget is allocated to education schools than to other undergraduate colleges.

This is the man who, throughout his book, speaks of the mindlessness of educationists. Mr. Silberman tells us that the cause of teacher education's poverty is that teacher education is poverty-stricken. Think about that.

I agree with much that *Crisis in the Classroom* says. It is a very eclectic book. I enjoyed particularly Mr. Silberman's technique of giving teachers an insult with his right hand and a bouquet with his left. And depending on your personal needs, you may accept either one.

I am puzzled by Mr. Silberman's insistence on the mindlessness of educators. He defines his word many times and gives examples, and yet I'm still not sure I understand the term. It *could* be my own mindlessness. Here is a representative sentence from the chapter on the teacher as student: "Certainly, few educationists have asked themselves why they are doing what they are doing, or how it affects the kind of students they turn out."

Let's face it openly: This is a very big error and no amount of repetition, with variation, is going to make it any more acceptable—to me at least. Every year I read about 1,500 manuscripts written by educators. Many of them are unpublishable because the thinking is not very good. But, if there is anything that is characteristic of the authors, *it is that they ask why we do what we do.* Perhaps if I got out and

visited schools the way Mr. Silberman has been doing for the past three or four years, I would have to take a different view. After all, I get my stuff secondhand, in manuscripts. But it seems to me, from what I read, that *educators are profoundly interested in purposes and goals, and they always have been.* They may just now be learning how to translate huge, fuzzy generalizations into measurable behavioral objectives, *a la* Jim Popham. But they have not failed to consider objectives.

One final point: I don't think we will ever get enough good human beings into the classroom. They are needed there, not so much to teach as to serve as models. What are good human beings like? Kids often don't find out from their parents. I wish they could find out from their teachers.

I recently read a fascinating document which the National Association of Secondary School Principals (NASSP) plans to publish. It is based on what high school graduates say about their teachers. These youngsters were asked to identify their good teachers and their bad teachers and to explain the difference. Here is a typical remark: "I would suggest that those who are unfit to guide a child be dismissed for the sake of the students who would in the future have to suffer under them the way we had to." And another: "Ladies and gentlemen, you make me sick. Go back to your small desks and teach what the boss wants and don't make waves."

There are too many teachers like that, and there are too few about whom these same kids have remarked, "For the first time, I did extra reading for class. He expected me to know more, and I respected him for that and for his intelligence and tried to live up to it." There is a little footnote on that one: "They fired him at the end of the year."

Another one: "My teacher was rough but straight. He expected more than any other teacher, but when a teacher is good, you don't mind the work."

We are now in a period of economic recession when it is possible to recruit more good people for teacher education: the bright, energetic, talented, and fair-minded ones. *Perhaps one of the uses of adversity is to seize the opportunity.* At Ohio State, Michigan State, Illinois, and other state universities, systems of enrollment limitations are being devised. Methods of career counseling and selection are being handed out. So the teacher surplus we have been talking about may be a time of great opportunity. I urge you to take advantage of it by upgrading the quality of the next generation of teachers. If you cannot do it by training, then do it by selection . . . but *do it.*

The Classroom Crisis
Presenter: Charles E. Silberman
Editor, *Fortune* Magazine
New York, N. Y.

The text for my sermon this morning is taken from the "Scriptures," that is, from the remarkable essay on "The Relation of Theory to Practice in Education" which John Dewey wrote in 1904. As Dewey put it, what we need most is improvement of education—not simply by turning out teachers who can do better the things that are not necessary to do, but rather by changing the conception of what constitutes education.

What Dewey was saying, I think, is that *the central task of teacher education is to provide teachers with a sense of purpose or, if you will, with a philosophy of education.* This provision argues strongly for developing in teachers an ability and desire to think seriously, deeply, and continuously about the purposes and consequences of what they do, about the ways in which their curricula and teaching methods in classrooms and school organizations and their testing and grading procedures affect the purpose and, in turn, are affected by it. *Providing teachers with a sense of purpose must be the central task for teacher education, because mostly what is wrong with the schools stems from the absence of purpose, any thought about its purpose, or the failure to ask why.* What I have called "mindlessness" is the individual's failure to ask why he is doing what he is doing and what are the consequences.

Mindlessness is by no means the monopoly of the public schools or of the schools of education. It is diffused throughout the entire educational system. It is diffused throughout the whole society. We all tend to be so caught up in our day-to-day routines that we forget to ask why. We accept the routines as given. We forget to ask what the consequences are, or what we are doing. *But I submit that mindlessness is present in schools of education.*

In traveling around the country, for example, we made a practice of asking deans of schools of education, senior members of education faculties, graduate and undergraduate deans of arts and sciences, presidents, and academic vice presidents why it mattered that a student had attended their institution rather than some other. In what ways were their graduates different from the graduates of other institutions? How, by attending their school, were their students affected? In what ways were they different people, different teachers, or different human beings as a result?

The usual response—with a few notable exceptions such as Vito

Perrone of the University of North Dakota's New School, Vincent Rogers of the University of Connecticut, and Charlotte Winsor of Bank Street—was a blank stare, a long pause, or a quivering of the throat, followed by an expression of puzzlement, a confession that this was an interesting question that had not come up before, or an attempt to suggest an answer better left unsaid. The arts and sciences people did not fare much better. In one instance, when we asked a provost in one of the largest state universities if he could define the goals of the institution, he smiled very proudly and said, "yes, it has very clear goals." The next time the American Council on Education produced a rating of graduate schools, he hoped that his university would be in the middle of his conference rather than at the bottom.

It seems almost self-evident to me that the question automatically ought to be the starting point of any educational program. The notion is hardly original with me. Plato argued its centrality 2,400 years ago with particular charm in a dialogue with Protagoras. The theme is clear: Socrates' young friend, hearing that that great orator is in town accepting pupils, is rushing off to enroll. Apparently there are long lines at the registrar's office. Socrates stops him and asks the young man how the studies he is about to undertake will affect what kind of human being his new education will make him. For education, Socrates reminds him, is about the proper way to live. Or, as Dewey put it in his neglected little classic, *Moral Principle in Education*, "The moral purpose is universal and dominant in all instruction, whatsoever the topic."

It should be equally self-evident that one cannot talk about how teachers should be educated without talking about what the schools *are* like, what they *should be* like, and what they *can be* like. *Any discussion of teacher education or any study of it should start not with the teachers college or the school of education, but with the school itself.* What should be taught, in what manner, and to what purpose?

It is essential to begin with the public schools because one of the characteristics that distinguishes teacher education from education for the other professions is that the preparation of teachers begins not in college, but in kindergarten or the first grade. Prospective lawyers and doctors generally have a wildly romantic and inaccurate conception of what being a lawyer or doctor entails. Students planning to become teachers, on the other hand, approach their education with a relatively accurate picture of what teachers do. Their picture is accurate because they have spent some 10,000 hours in direct contact with elementary and secondary teachers by the time they have begun their first year in college. This is precisely why teachers require special preparation at the college or university level.

While prospective teachers start out with a relatively accurate picture of what most teachers do, *the problem is that what most teachers do is not what they should be doing.* Unless prospective teachers are given alternative pictures of what teaching and learning can be along with the necessary techniques and the necessary theoretical understanding, they are almost bound to teach the same way their teachers taught them.

What, then, should be done? Let me emphasize, as I did in the book, that I have no panacea or master plan and certainly no Conant-type checklist or how-to manual. *Teacher education has suffered too long from too many answers and too few questions.* The time now perhaps should be spent asking the right questions rather than getting the right answers. Not that I am without answers, but my answers are tentative in the case of the schools because *I was unable to find in teacher*

education the kinds of models that I was seeking. I did find for the elementary schools pieces of models, superb examples of how you handle one or another aspect of teacher education, but there were no models of the process in its totality.

Let me then suggest the directions in which I think the answers may lie and the kind of questions we need to be asking.

In a general way, I would suggest that prospective teachers need both *more practical experience and more theoretical understanding.* They do not get enough of either. They need far more immersion in the classroom, and Dr. Elam's report that this is beginning at an earlier stage is encouraging. They need vastly more experience with children outside of the classroom, and they need it at the earliest possible point in time. To wait until the junior or senior year is to delay too long. We need to take a leaf from the medical school reformer's book. At the same time that critics were urging the schools of education to imitate the medical schools' dichotomy between the preclinical and clinical years, medical reformers were demonstrating that the dichotomy was a disastrous mistake. The most innovative medical schools now introduce students to clinical experience in their first year. But clinical experience *per se* is useless, perhaps even harmful. What is crucial is the *nature* of that experience.

First, prospective teachers must be exposed to alternative approaches. One professor began a program three years ago in a Harlem elementary school with five classrooms because she found it too frustrating to have her students go out into a classroom that controverted everything she was trying to teach them in her course on child development. Equally important, however, prospective teachers must have the opportunity to develop an intellectual base, which is essential if they are to be able to analyze and understand what they are doing. Dewey wrote in his 1904 essay:

> They must become students of teaching. To place the emphasis on the security of proficiency in teaching and discipline puts the student's attention in the wrong place and tends to fix it in the wrong direction for immediate skills at the cost of the power to keep on growing. The teacher who leaves the professional school with power and managing ability may appear to have superior advantage the first day, the first month, or even the first year. But later progress may consist only in perfecting and refining skills already possessed. Such persons may know how to teach, but they are not students in teaching. There is no one way of giving students the intellectual understanding they need.

There are a number of ways, it seems to me, it could be done—and, importantly, it should be done—through the study of history and philosophy of education and the sociology of education. My own view is that these studies should occupy an essential place in teacher education, not the marginal place which Conant has assigned them. They should be directly related to and growing out of the questions that come from the student's immersion in the classroom. To argue a central role for these academic studies is not to suggest that courses be given traditionally, as they have been. None of these studies will improve the teacher's performance in the classroom. To expect that they will is to misunderstand the nature of theory and its relation to practice. They are crucial, however, because they raise the necessary questions about the larger goals and the meaning of educational practice. *I think the chief reason, perhaps the only reason, for keeping teacher education in the university is to enlarge the intellectual context within which the teacher uses his work.*

Prospective teachers can and should get the necessary intellectual base for their academic studies as well. Mastering the subject matter is not enough. Basic educationists forget

that teachers also need knowledge about knowledge, about the ramifications of the subject or subjects they teach, and about how these subjects relate to other subjects, to knowledge, and to life in general. In short, they need insights into why they are teaching and what they are teaching, and they need to know that they need these insights.

They also need an understanding of the process of growth and development and of the nature of the mind and of thought—all of which means they need to study psychology and child development. Here, too, these studies must illuminate the practical experience with children. Equally important, such courses should also be used to give prospective teachers an understanding of themselves as well as of the children they will be teaching. One of the great weaknesses in teacher education, as Dewey pointed out in 1904, is that it throws away or makes light of the greatest asset in the student's possession: his own direction and personal experience.

None of this, however, will be of any avail to educationists if they continue to think that education of teachers is confined to the preservice years. As Dean Robert Schaefer of Teachers College has written, "The school is a center of inquiry. It is trivial to argue about the degree of knowledge necessary to begin teaching while we ignore the crucial question of how teachers can continue to learn throughout their careers."

On the most elementary level, we have to arm prospective teachers with survival techniques. We have to teach them how to deal with the system without submitting to it. More important, we need to pull together preservice and in-service education, and this action will mean new kinds of relationships between education schools and public schools. These new relationships will require and also permit new organizational structures, which, in turn, will permit new kinds of supervisory roles. *We've got to stop thinking of continuing education as a series of workshops or an annual course over the summer.* We must think of it as a process that goes on from day to day within the classroom.

The first step, as New York State Commissioner of Education Ewald B. Nyquist has suggested, is to make principals adjectives once again instead of nouns. The term 'principal' began as an adjective. The principal was the principal teacher or the head teacher. We've got to restructure our goals so that principals can return to that role. In the case of the large cities and many suburbs, it means breaking large schools down into smaller schools within the schools, which permits and requires redefining the role not only of the principal, but of the assistant principal and other supervisors. Then they can function as teachers of teachers and they can be carrying on continuing in-service education within the classroom. To change the structure of the school and to change supervisory roles will require a whole new set of relationships because the schools of education must reeducate the existing personnel—supervisory personnel and teachers—to these new kinds of roles.

The more I meet with school people, the more I am persuaded that we must also create domestic techniques similar to the English advisory system, and, because teachers and the administrators feel so threatened, we've got to create them wherever possible outside the normal supervisory chain of command. What makes the English inspectors and advisors so effective, from my observations, is partly their superb expertise and partly the fact that they are outside the supervisory system: suggestions and criticisms seem much less threatening when they come from the person to whom you report in the chain of command. If we accomplish this, the bulk of in-service education

would be going on within the schools, with workshops and courses in joint relationships with the universities.

I suggest that, if we are to create advisory systems outside the school structure, the school of education may be a school of education which has the kinds of close working relationships that Dr. Elam indicated Ohio State is trying to develop. This would be the base for a corps of advisors who would work in the classroom.

Let me conclude by quoting from Horace Mann's valedictory report to the Massachusetts Board of Education in 1848: "To all doubters, disbelievers, or dispairers in humane progress," he said, "there is one experiment which has never yet been tried. Education has never been brought to bear with one-hundredth part of its potential forces upon the nature of children and through them upon the character of men, and of the human race."

It's about time we tried.

The Classroom Crisis
Reactor: Daniel E. Griffiths
Dean, School of Education
New York University
New York, N. Y.

I have agreement with Mr. Silberman on a great many points. I too have been bored stiff in many fourth-grade classrooms around the country, and I have wondered how in the world the kids put up with it. But the fact that they survive ought at least to be considered; it might in some sense be better preparation for life than some of the more entertaining types of education which many people advocate.

Mr. Silberman's report diagnoses the maladies of monotony and boredom in the classroom. He does this relentlessly and, I believe, fairly. He analyzes the component parts with a critical skill that is devoid of romantic nonsense. I would say that he states all the ills in the report but that the cures are not there. He offers no prescription for what he calls the "mindlessnesss" in American education. The question of purpose has eluded other analysts also. On a practical level, though, he does recommend a dose of English medicine to cure the symptoms of classroom boredom.

After reading his book I concluded that Mr. Silberman made the correct observations in England, but he learned the wrong lesson. I note that, in the session today, he is starting to come a bit closer to what I consider to be the lesson that Americans should learn from English education.

I have wondered why he did not return from England with this basic question: How can it be that the English—given teachers who are obviously educationally inferior to American teachers, a lower level of financial support, a quiet structure that effectively diminishes public involvement in education—have developed many schools which are warm, humane, and educationally effective?

Before I move into an answer to this question, I would like to comment that, while we have a great deal to learn from the English in the way in which they organize schools, *we have very little to learn from them in how to train teachers*. Quite to the contrary, the English have learned a great deal from the Americans; in fact, they are very anxious to hear all about American education. But they have made a national decision to restrict most of their teacher education to teachers colleges, which at the present time are being built in profusion; London, for instance, has 11 teacher colleges.

The English have made the decision to keep teacher education out of the university. I think this is a monumental

blunder, and it is going to lead to some very bad results. While their teachers are technically good, they are certainly not students of teaching nor do they seem to have much notion of purpose when it comes to their teaching.

I lived in London for five months in 1969 while studying the organization of education in England and Scotland. I made many of the same observations as Mr. Silberman. I talked with some of the same educators. I would say his descriptions of informal classrooms or the integrated day of the English elementary school cannot be faulted, except that they are embellished with an unrestrained enthusiasm that would make an English headteacher blush. I would also say that the informal school is nowhere near as widely accepted in England as one would be led to expect from reading his book.

Nonetheless, how do the English do what they do? How do they have some schools—not all by any means—in which is found a warm, humane environment, excellent teaching, and some very good results? I think the answer is more basic than the advocating of informal education or of a rapprochement between educationists and liberal arts professors—a state of affairs completely lacking in English primary education. The answer lies in the English approach to school organization, which mandates the independence and freedom of teachers and administrators. Thus, an English solution would require a radical change in the American educational system; and, frankly, I think it is time. I would certainly agree with Mr. Silberman that there is no sense in starting to talk about the re-education of American teachers by talking about the teachers colleges and the schools of education.

In England, because the country is organized into large local authorities, education as a national system is locally administered. The whole country has only 57 school districts. Nassau County in New York State alone has as many districts. These large districts, equivalent structurally to the American district, provide only for education at the local level, while each school within the authority is educationally autonomous. I think that this structuring—not the informal education—is the most significant thing we have to learn from England: that teachers in this kind of division must plan their own work, and they must build their own program. There are no district syllabi; there are no readers bought by the local school board. If there are going to be any materials, they have to be developed, worked on, and bought by the teachers in their own schools.

Each authority is governed by a committee of the county or borough council. They are political school boards, and I think that the structuring is a good idea. Each school or combination of two or three schools has its own board. For instance, each high school has its own board of education, called the board of governors. These boards are made up of politically chosen members and what are called "added members," selected for their professional expertise. Most boards have on them professors and other people who have knowledge of education. These boards, then, govern within the framework of the overall authority. The national government and the local authorities raise money for programs of education, which are supported at approximately the same financial level throughout the country.

The administrators in the national government and the local authorities, comparable to a superintendent and his staff in our country, generally have little or nothing to say about what subjects are to be taught or how. What is taught in an English school is decided by the headmaster and the teacher after minimal consultation with the local board. I think that we can go too far in the direction of the English in this respect, and frankly I doubt that

our teachers' unions and associations would stand for it. English headmasters are without a doubt the most autocratic creatures on the face of the earth, and to imitate this kind of outworn autocracy in our schools would not be good. I think that, if we were to go toward this type of autonomy in our schools, there will be more authority vested with the teachers and less—at least in comparison with the English system—with the headmaster.

The curriculum is seemingly left to the individual teachers and the headmaster, but there is a very strong monitoring system largely implemented by the inspectors, both on the national level and on the local level. On this I would have to differ with Mr. Silberman on a technical point: the inspectors are not quite as much outside the system as he has led us to believe. As a matter of fact, these people are charged with promotion of teachers. And they pick the headmasters, who are then voted in by the local boards.

Other kinds of movements, such as the National Schools Council, are very important in monitoring what goes on in these schools. The schools, then, are educationally autonomous to a degree undreamed of in the United States, and they are theoretically better able to meet local educational needs. Since teachers and administrators can behave as human beings should, they can allow children to be human also.

We cannot duplicate English society, nor can we simply take the English system and apply it here; but we can learn much from their organization of education and adapt it to our needs. *I would say the American school system, including the schools of education, is a patchwork quilt of historical accident which should be replaced by a carefully considered plan incorporating the essential characteristics of the English system.*

American schools should be small. I would agree that elementary schools should be not more than 200 to 300 students. I do not know where the magic figure of 600 and up came from, but I wish it would go back to where it originated. If we can do nothing better, then I would say subdivide our present schools rather than build one more of those monstrous elementary schools. But more than that, let's stop building those secondary schools of 5,000 to 7,000. Perhaps education departments that have in mind only the concept of the bigger-the-better should go out and try to run some of the monstrosities they have helped to create.

I would also like to put in a pitch for getting us back into the national bloodstream. Many years ago educational statesmen decided we should be nonpolitical. Since that time we have been the subject of jibes from politicians in our country. Any New York City councilman who wants a headline, for instance, can take a shot at the Board of Education, since none of the political parties is responsible for the condition of education. I would advocate that we reorganize, forget the nonpolitical nonsense, put the responsibility squarely on the political leaders of this country, and make them face up to the situation that we have. I think the school boards should be peppered with educational experts, humanists, and others who have a point of view based on wisdom and knowledge to add some seasoning to the thoughts of the board members.

Each individual American school should have educational autonomy, with its educational philosophy and curriculum determined by its own teachers, principals, and local committee of governors appointed by the district board. As the governing board of this school, the committee would also recommend selection of staff. All schools—public and private, parochial and vocational, from nursery to junior high school—should be under the jurisdiction of this single board. We have much waste in competition and in fighting worn

battles of the wall between church and state; it is high time to concentrate on children, to finance the education of all American children at the same high level, and to move ahead without wasting time and energy in fruitless arguments.

Mr. Silberman's book has been a valuable stimulus to thinking in this country. Now we must go beyond the book and look at where the illustrations came from and ask the question, Why is it that the kind of education he advocates is so popular in England rather than just mindlessly accepted?

The Classroom Crisis

Reactor: Henry J. Hermanowicz
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Illinois State University
Normal, Illinois

My comments cover five areas:

1. I am convinced that many of Mr. Silberman's proposals for teacher education are contradictory and others amorphous.

2. I feel that many of his models for reformation of the common schools in the United States are unclear.

3. I would argue against Mr. Silberman's contention that teacher education is a monolith.

4. I feel that many of Mr. Silberman's proposals are ahistorical.

5. I suspect that the pervasive theme of *Crisis in the Classroom*—mindlessness—is a cultural phenomenon rather than a phenomenon of the educational establishment.

Let me amplify each of these points. First, some of Mr. Silberman's proposals for teacher education appear contradictory in some places and amorphous in others. As with the essence of American public education, Mr. Silberman defines the central problem of teacher education as being one of mindlessness. His remedy for mindlessness is (1) the program should be infused with purpose, that is, philosophy, and it should display coherence; and (2) working arrangements and new working relationships must be established between the universities preparing teachers and the public schools.

Let me give you an illustration of a contradiction in one of his proposals. The New School for Behavioral Studies in Education at the University of North Dakota has been extolled as one of the principal models of excellence for the reformation of teacher education. I want to make it clear that I know nothing about the New School for Behavioral Studies. I have not read any literature about it; I have not visited the New School. However, after an elaborate description of the efforts of this new school, Mr. Silberman indicates that the principal limitation of the products of its program is that they are not students of teaching, that is, they are not grounded in the theoretical knowledge that he himself regards as fundamental to teacher education and to the history and philosophy of education. He also indicates that they seem to be technicians or craftsmen. If that is so, then the program apparently suffers from the very characteristics he has assigned to the principal disease in teacher education: mindlessness.

Next, let me hit upon what I feel are some of the amorphous areas. Mr. Silberman indicates that teacher

education needs more systematic studies in the field, that is, in history, philosophy, sociology, anthropology, literature, and psychology. I wonder at the expense of what? At the expense of liberal education? Academic specialization? He indicates an essential need for teacher candidates to study knowledge about knowledge and metaknowledge of the subject matter that they intend to teach. With whom and where will they study this metaknowledge?

He also indicates that teacher education programs should consider the important possibility of providing knowledge about self. There is a need, he insists, for greater integration of clinical experiences with the formal or theoretical study of teacher education. He insists on the need to restructure student teaching. And, of course, he also points to a fundamental need for the improved articulation of academic with educational studies.

But how will we give these emphases program coherence—one of his criterion for successful teacher preparation programs? How do we differentiate between elementary and secondary teacher preparation? And what do they have in common? How do we organize all of these emphases? I had the weird feeling that the collection of proposals represented somewhat of an eclectic grab bag for the general reformation of teacher education rather than a clear, coherent sense of direction for its improvement.

My second area of concern was with the lack of clarity and models for the reformation of the common school curriculum. Throughout his book, Mr. Silberman uses models and anti-models of common school education. One of his anti-models described a rigid, inflexible, ritualistic, oppressive, obversive, thoughtless, and insensitive program in which kids are carried along a robot-like assembly line. I think this is a valid anti-model representing a poor direction for education.

His positive model, on the other hand, in the primary grades is the informal classroom, of which he offers a variety of illustrations. But I had difficulty seeing how this model progresses through the junior and senior high schools.

Another problem that I have is an implied polarization in Mr. Silberman's book of a model *vs.* an anti-model. Let me oversimplify a bit. For example, his model is the informal classroom. We identify youngsters' interests; we organize the learning in terms of centers of interest; the teacher very skillfully draws upon areas of knowledge as resources while having youngsters, who progress at their own rate through this system of education, pursue their active inquiry. For want of a better label, we will call this a humanistic model. The polarized end of this continuum, which might be an implied anti-model, is what I would call superficially a behavioristic model in which you structure the program, define objectives precisely, try to extrapolate key concepts from a discipline, organize instructional strategies, implement them, and engage in highly systematic evaluation of the results.

I think this polarization which is implied in Mr. Silberman's book is an oversimplification and may be spurious. For example, a highly structured program of instruction may be very humanistic in its purpose and operation; at the same time, it may be systematic for the very reason that the structure is intending to do justice to the formal education of youngsters. On the other hand, an informal classroom can suffer from incredible mindlessness and lack of purpose.

The book may have a tendency to resurrect a kind of romantic, resilient attitude in formal education in which anything goes so long as you proclaim that you like youngsters and that you are trying to capitalize upon their interests. I think this would set us back decades. I know that he is not

advocating this attitude, but I say that such a tendency presents a danger.

My third area of concern centers upon Mr. Silberman's implication that teacher education is a monolith and upon his suggestion that all roads related to teacher education lead to the NEA. However, in other parts of the book, he talks about the arguments between academicians and educationists in trying to organize teacher education programs. It's a running battle. Hunt Lecturer Evan R. Collins warned us that the classroom teachers, through NEA and their militancy and through tests, are making a bid for greater power in teacher certification and program accreditation. We know that community groups are demanding a say in teacher education policies. We also know that public school administrators are insisting upon certain standards and working relationships with colleges and universities or the sponsoring of internship experiences. We even know that the knowledge industry is getting into the act of teacher education. I contend that teacher education is not a monolith, but a crazy quilt.

My fourth point is that many of the proposals in Mr. Silberman's book are ahistorical. One of the book's most intriguing elements is a description of the New School of the University of North Dakota where there are no hard departmental or divisional lines, where academicians and educationists work together on programs, and where a program has been developed with the characteristics of informality to be emulated in the field. This sounds like a fairly interesting and good normal school or an old teachers college, with the important difference that the teachers college or the normal school is within the framework of the university. I've heard for years that the teachers college represented an anachronism in higher education. But I recognize it in the book as a model for the improvement of teacher education.

The informal classrooms proposed are quite suggestive of the old activity curriculum designed to center around children's interests. I also suspect that the general model for public school education, which starts with the informal classroom, is strikingly similar to Dewey's notion of the progressive organization of subject matter. According to his notion, you begin with children's interests and then follow the lines of the disciplines.

My final point is that the pervasive theme of mindlessness seems to be a cultural phenomenon rather than a phenomenon of the educational establishment exclusively. Although this point does not lessen its devastating effect, I think that Mr. Silberman pointed it out rather beautifully in the early portions of the book when he analyzed some of the problems of the legal and medical professions and when he looked at journalism and advertising. One of our fundamental societal problems involves confusing technical skills and competencies with the appreciation of critical values and a sense of social purpose, regardless what profession.

The Classroom Crisis
Rebuttal: Charles E. Silberman

I think Dean Griffiths and I are perhaps in closer agreement than has been suggested. And I think I did ask the question that he posed—*i.e.*, Why does the informal approach succeed in England and not here? I attempted, in Chapter 7 of the book particularly, to describe various adaptations and programs along with reviews of programs that emerged autonomously —including Weber's program in New York and the New School Program in North Dakota—as evidence that the differences between the structure of the English school and society and those of the United States were not really the problem. I did find and describe a number of instances in which the approach is working and is being accepted by communities and by teachers. Were I writing the book now, there could be six or eight times as many examples, such as the Prospect School in North Bank, Vermont. I got something in the mail the other day from Oklahoma City, and the kind of responsiveness that I have been getting from places like Tulsa, Oklahoma and St. Paul, Minnesota as well as the affluent suburbs of North Shore, Chicago persuade me that, while we must be fully cognizant of the differences and avoid the mistake of simply trying to imitate what they are doing or transferring it as is, the basic approach is quite workable here.

Let me focus more, then, on Dean Hermanowicz' criticisms, which I think, in a number of instances, are quite real and genuine questions. I stated flatly in the book that the graduates of the New School are not students of teaching; students of teaching are technicians and craftsmen. I think the crucial point I make in the book is that we can't say that much about the graduates of most of the schools of education today. This is a weakness of which we are aware and one which we are trying to remedy. In fairness, I should also point out that the graduates we observed in the classroom—from the first class of a 12-week summer session—were impressive. If middle-aged North Dakota teachers can be noticeably transformed in a 12-week summer session, the possibilities for teacher education impact are quite large.

So the crucial point, I think, is that one can go into any elementary school in North Dakota and can know in five minutes, without any doubt whatsoever, which teachers in that school are products of the school of behavioral science and which are not. I don't think that can be said about any other school of education, with the possible exception of Bank Street and it depends quite on the nature of the classroom and the nature of the school

environment into which teachers go. If they go into a public school, they tend to have difficulty withstanding the pressures to conform to the existing model.

I would agree that there may be a trace of amorphousness in some of my other proposals—*e.g.*, calling for better knowledge and more knowledge of the history and philosophy of education. There is a problem in terms of who is going to provide it. But I suggest that Chapter 9 of my book is at least as critical of the liberal arts colleges of undergraduate education generally as it is of the schools of education. I find the same weaknesses. My main argument is that the study of education must be given a central place in the entire undergraduate period, and I suggest toward the end of Chapter 11 that it also be given a central place in the entire graduate curriculum.

If the educationists are completely reformed, as I would like to see them, and nothing changes in the rest of the college or the university, we won't be able to succeed. I have suggested specific times when critics have been extremely unfair to schools of education. They write as though the entire preparation of the teachers consisted of professional courses, when in fact some three-quarters of their education is in the arts and sciences department. If there is a failure in teacher education, the failure lies with the liberal arts faculty as much as with the school of education. If we can get close cooperation between the education and the arts and sciences faculty, we can begin to deal with some of these problems. At the New School this has been happening. In the past people in the arts and sciences department had refused to talk to the school of education people or even among themselves. In some cases, the department chairman is now teaching courses in the new school.

We need to stop thinking about this rigid separation between liberal and professional education. A course in psychology or history is both liberal and professional. *One thing distinguishing teacher education from education for other professions is that each course should be considered a course in education.* How it is taught has a great deal to do with the prospective teacher's understanding of the nature of education. No man should be, or can be, considered well educated unless he has had the courage and has been stimulated to think seriously about education, particularly his own education.

While I would have to agree there seems to be a certain amorphousness to the proposals when they are thought of solely in terms of education, I think they come together a bit more if you place them in the larger context of my remarks about general undergraduate and graduate education.

On the question of the ahistorical nature of the discussion, I think I did make an attempt to point out the historical aspects in terms of the secondary school curriculum. If it sounds similar to what Dewey had to say about the nature of intellectual discipline and about the relationship between individual growth and the disciplines, then I plead guilty. Dewey was one of my major sources. I think that what distinguishes my argument—at both the primary and secondary school levels—from much of what did happen in the progressive era and from what some of the contemporary critics propose is my acceptance of Dewey's insistence that one cannot talk about the growth of the child apart from the culture or apart from putting him in contact with the culture and the fact that the culture's wonderful manifestations are the intellectual disciplines' marvelously economical ways of organizing masses of information.

I was trying to demonstrate that these two approaches are compatible—that one can have a curriculum, a pedagogy, that is both child-centered and subject- or knowledge-centered.

A sensitive little monograph by Chittendon of ETS was written on the approach part of studying, attempting to develop criteria evaluation; he argues very persuasively that the approach is also teacher-centered. As Dean Griffiths correctly pointed out, what was striking in England was that the teachers and the heads determine everything that is known to go on.

Chittendon suggests tentatively—and it strikes me as direct—that American teachers find it much easier to accept that there are two shifts of perception necessary to make change. One is the change in perception of the child; the other is the change in perception of the teacher's role. American teachers find it easier than English teachers to change their perception of the child. Our rhetoric and our professional literature have been child-centered; therefore, arguing this position is, in effect, telling the teachers to do what they were taught to do. American teachers, on the other hand, find it much more difficult that English teachers to change their conception of their own role or even to take this degree of responsibility. Here the difference is in organization. The tradition of autonomy of the teacher and the headmaster is what makes it relatively easy for English teachers to make that change in perception. But I think experience suggests that American teachers can make that change also.

One last comment: of course mindlessness is a societal problem, not simply a problem of the schools, the schools of education, or the universities; but we are talking about the schools, the schools of education, and the universities. I think one of the contemporary threats is that, as one sees more and more clearly the complete interrelatedness, there is the danger of throwing up one's hands and "copping out." One of the things I've discovered in meeting with deans of schools of education is *a new kind of copout*. Instead of arguing with me and saying I'm wrong, one group said, "Yes, you're right. Only things are worse than you say. It is the whole society that is rotten, dirty, and corrupt, so that we have to eliminate the whole system and start over from scratch." Since no one can do that, it becomes a very convenient excuse for not doing anything at all. I think we've got to understand the interconnection between problems in the schools and problems in American society at large. We've got to take hold of the problems at whatever point we can. In the case of the schools of education, it means taking hold of the crisis there. I argued that *the central task of the schools is not to increase their efficiency, but to create and maintain a humane society*. If we can create and maintain schools that are humane, we will have gone a significant way toward the creation of a society that is humane.

Crisis of Education in the Seventies

James Farmer
Former Assistant Secretary of Health, Education, and Welfare

When Bob Finch, then secretary-designate of HEW, invited me to come to the agency as assistant secretary, I told him that to do so would be to paint the bull's-eye on my chest. I would be in all kinds of cross fires—from left, right, militants, moderates, conservatives, radicals, whites, and blacks. But, after deliberation, I decided to accept his invitation because I was impressed, more than with the successes of our efforts in the 60s, *with our failures*. Those failures, if I may capsule them, were in not providing upward mobility for the poor and in not improving the quality of life for the masses of blacks, poor whites, Chicanos, Puerto Ricans, and Indians. I hoped with all my heart that, in HEW, we would somehow be able to improve *the quality of life* and, thus, translate some of the victories of the 60s into meaningful changes in life conditions. That meant, of course, an attempt to improve the quality and delivery of human services, welfare services, health services, and—*most especially*—the educational services.

So I took the job, and it was a mixture of excitement and frustration. Each morning, as I shaved, I had to look at myself in the mirror and ask which was gaining ascendency—the frustration or the excitement? The excitement or the frustration? As long as the excitement transcended the frustration, I felt that my work was justified and the little things we were able to accomplish would speak for themselves in the months and, indeed, the years to follow. But the time came when the frustration seemed to transcend the excitement, and it was then that I had to leave. But, *I do want to stress* that my decision to resign did not in any way imply a rejection of the concept of blacks and other minorities working in government. It is of great importance that we have people inside the establishment working, indeed, as allies of those who are outside. My decision was a personal one as to where I thought I could be most effective.

Nonetheless my concern about education is now far greater. Perhaps in 20 months, I saw something of the *complexities of the problems* the Office of Education has had to face and is facing and something of *the difficulties in mounting the different programs* and getting them to work around the country. If there is any group of people anywhere in the country whom I pity, *it is educators* because of their awesome responsibilities. If the frontlines of the 60's were in Mississippi, Alabama, and Louisiana, in the jails around the country, and in the marshes, the

frontline trenches today are just as surely *in the schools*. And if I see awesome responsibilities for teachers, I see even more for those who train teachers. Teacher educators are in a cross fire that is infinitely worse than mine.

Let me speak now specifically of the blacks, though what I say is essentially true of other minorities too. Today, poor people are more concerned about *the education of their children* than ever before and more concerned about *the schools*. I am not one who says that this issue is the key—that everything else will fall into place once the house of education is in order. In all of the issues we have to confront—jobs, housing, education, urban planning, culture—unless we work on all fronts simultaneously, the work we do on any one is bound to be of limited effectiveness.

But, if there is *any one key* among all the issues, then it is education which determines, in part, *whether a man can work, what kind of work he can do*, and *whether he can help his children* to stand upon his shoulders and reach for the stars. It determines, too, *what kind of housing he can get* for his family. It determines whether he can have *mobility*.

Now—at long last—the parents of poor children, poor black children and others, are confronting the educational establishment. Up until recent years black parents who were poor were afraid of the establishment. They feared officialdom because most of them in our cities had recently, within a generation, come from the South, and *officialdom was a terrifying thing*. It represented involved forms that one must sign—when writing was difficult and painful—and it represented signing one's name—when that signature might come up later to haunt a person through loss of job or foreclosure of mortgage. That terror has faded, and a part of the fading springs from the civil rights efforts of the '60s when people developed new pride and became less fearful as they walked the streets and challenged the private clubs. They were able to beard the lion in his den. They were able to go into jail, and jails lost their terror, so officialdom also seemed less terrifying.

The parents now are saying, "If our children are to stand upon our shoulders, then our children must learn; they must get an education." *They are saying it in great numbers*, and parents who themselves had little or no education are familiar with the statistics showing that children are not learning in the inner cities. They know that many of the kids graduating from high school are reading at third-, fourth-, and fifth-grade levels. And *they reject the notion that their children cannot learn*, Jensen to the contrary. They realize, too, that there are many Jensens who say that these children cannot learn because they are genetically inferior. If those parents in the inner city reject anything, they reject *that* one like the plague. And I believe they are right.

The pilot projects which have been conducted around the country have taught us many things. They have taught us what not to do and what to do; they have taught us, most of all, that *children's academic skills can be improved*. I have been impressed with the work of Head Start, especially since I was close to it while in HEW. The Westinghouse report indicated that Head Start was a failure because two years after the program the children did not show any cognitive advancement over those youngsters who had not been in the program. *It would seem not that Head Start has failed, but that our elementary schools have not done their job*. If a kid comes out of Head Start with the notion that education and learning are exciting, interesting, and fun into a classroom which is dull, boring, and frustrating, then he falls back to where he would have been had he never been enrolled in Head Start.

Where cognitive skills have been stressed, Head Start has indicated that the children can learn. But what has not been done so far is to weld these pilot projects into an overall national program. We suffer from a dread disease in our country: *pilot projectitis*. We have an abundance of pilot projects; we have proved and re-proved many times over; and *we go on rediscovering the wheel*.

The time has come for us to pull together the data that we have gleaned from pilot projects and weld them into national programs. *This* is what the parents, through whatever words they use, are saying. I think that they believe—as I believe—that the responsibility rests even more heavily on *your* shoulders than it does on the teacher's shoulders because, if there is one thing which prevents a teacher from teaching effectively in a ghetto school, it is *experience* or *the lack of training in the life styles and life conditions from which those youngsters come*. It is also important for teachers in preservice training to learn something about the conditions of life in their pupils' communities so that they can sense that little Johnny may not be insolent, just hungry. Maybe there was no food in the refrigerator, or possibly Mama didn't get home in time to fix breakfast. Or that, because little Andy falls asleep in class, he does not necessarily have a short concentration span; he is tired perhaps because there are six or eight kids living in the tenement flat—fighting, crying, yelling, and playing. Andy couldn't sleep that night . . . or any night.

Teachers must be aware of these conditions. I doubt if they can sense them from a textbook. They need to realize that Andy, who doesn't study his lessons and doesn't do his homework, may not lack motivation for learning; instead, perhaps there is no place for him to do his homework; there is no table and no light over it, and no quiet. *Teachers must comprehend these conditions and, above all, have confidence in the child's capacity to learn.*

I speak not just of white teachers, but of black teachers too. The problem is *far more* than a matter of race. I have heard black teachers express a lack of confidence. One teacher in Harlem said to another, "Why do you sweat? Don't you know you're not training kids to go to Harvard?" I'd say that teacher couldn't teach because his attitude would quickly be communicated to the pupils, confirming what society has said to the children: that they are worthless, that they are unable to learn.

I do not agree with those who say the teacher in the ghetto has to be black. Of course it is true that when a white teacher walks before a class of black kids, that teacher has obstacles, partly because of the polarization in our society today which the Kerner Commission report cited three years ago when it declared that we are rapidly becoming two nations instead of one.

The report was right. The white teacher will have *two strikes against him*. But he may overcome those obstacles by convincing the kids that he is dealing with them as proud, dignified human beings.

I saw a white teacher in Harlem bring to the classroom pictures of that sector of New York City when it had been in its prime; those old brownstones, long since slums, were in their glory and the broad, clean streets had trees down the center. The kids didn't believe it was Harlem. They began going to a library to get out books on Harlem—books which they could not read, incidentally, but which they had to learn to read in order to find out more about the community in which they lived, and thus about themselves.

That teacher finally lost his job. Maybe he was *too effective*. The kids loved him. The black teacher who goes before such a class has many things going for him. The students will say,

"Hey, there's a soul brother." And he has things working for him then. But he may quickly dissipate the relationship if he indicates to the kids that he is looking down his nose at them and lacks confidence in their capacity to learn. Then he becomes more hated and feared than any other teacher because he is not only one who is apart from them, but he is also considered a traitor. The kids have great sensitivity. If there is anything that youngsters in the inner city develop, it is highly sensitive antennae in order to survive and to face all of the hostilities and still come through it.

Youngsters and their parents are insisting that there be more ethnic material. A number of publishers are putting out materials for elementary schools which are more relevant than past efforts were to the blacks and the other minorities. *Back Street* was one of the earliest, and a number of publishers have come out with books that are just as good if not better. This is a big step forward. Yet these efforts remain *a beginning* in reflecting the experiences and backgrounds of the children. Nor are they widely used as yet, even though the children need to read about themselves and their relationships to events and with other people.

I was talking to some young teen-agers in Brooklyn a couple of years ago about Afro-American history. They said, "Mr. Farmer, you're crazy. We ain't got no history."

I then mentioned some outstanding personages and events in the history of the blacks in this country, and I got back blank stares. I then reached back further into history: "How about Hannibal? You might know something about him."

One of the kid's eyes lighted up as he replied, "Yeah, I know him. Victor Mature, ain't it?" I had to convince him that Hannibal was not Victor Mature, and that Hannibal was a brother, or at least partly so.

These youngsters began going to the library to find out about Hannibal and to learn from books which they could not yet read so that they might learn more about themselves.

There has come, within the past three or four years, *a new burst of pride* and *a spirit of identity among blacks*. I note, as I travel around the country, that within the past year there is *a greater acceptance* of these feelings in the national community. There is also an increasing realization that such feelings are not un-American, but rather are in the American tradition of *a pluralistic culture*. We are coming to believe that, if we favor the individual cultures, we can then strengthen the fabric of the total culture by building upon the pluralistic concept.

I become a little bit Irish on St. Patrick's Day. That is cultural pluralism. I become a bit Jewish on Yom Kippur and Rosh Hashanah. I have been invited to be an honorary member of the Italian American Veterans Club in New York City, and I have accepted.

We are approaching that point in the future where blacks, even black militants, will be prepared to make white honorary Afro-Americans on some Martin Luther King Day. In a real sense, that is the task of the 70s: to pass from pride, built upon awareness, into acceptance of a pluralistic society. We live not on one level, but on three: *the plane of individuals, the one as members of groups*, and *the one with the common bond of humanity to bind it*. It is the task of education to help our youngsters make the transfer; teachers, especially, must understand the complexities of this goal.

A dozen years ago, only Rachel Davis Dubois and a few other individuals were talking about inter-cultural education. They were considered "do-gooders." If they

called a conference, they had to hold it in a telephone booth. But now, multicultural education is widespread, and we have begun to see the urgency of it—if the nation is to survive its crisis. Now we must zero in, and the teachers must be prepared to help youngsters make the transfer. They must not tell the kids, "Forget your pride. Cut your hair short, no matter whether it's straight or Afro." That is telling the kids to forget their ethnicity, if they are black; or, if they are white, to forget that they are individuals and to conform to society.

Education must help youngsters to be proud members of the three equations: individuals, groups, and mankind. *Those are the tasks of the teachers of teachers. Educational systems have not yet oriented themselves towards educating the kids of the poor, or those who are black, or those whose background is rural.* We may argue about how well we do it with the middle classes, *but* we do it infinitely *better* with them than with the poor. We may even argue about how well we do it with whites, *but* it is done much *better* than with blacks, browns, and reds.

Preservice teacher education is a part of the problem; in-service education is another part; keeping up with the debates and the ferment taking place in the inner-city communities is still another; and current reliance upon tests is a fourth. Most of the tests used in education have *built-in cultural biases* which are anti-black, anti-brown, and anti-red as well as anti-lower class and anti-rural. *I do not say that we must discard all tests.* Obviously, the educator is more expert in his field than I am. Nor do I have any real substitute to offer, but I am willing to debate and stress the point that *the tests have built-in cultural biases.* Perhaps we have to combine the tests with more effective counseling given by better trained counselors and psychologists and work out some formula whereby the cultural biases built into the tests will not be allowed to damage the kids. In most cases, nonwhite youngsters of the lower class are pointed towards failure from the first grade.

As an example, there is a test which has a question for first-grade youngsters containing three pictures: one of a man in a *tuxedo,* one of a man in *work clothes,* and one of a man in a *business suit.* Little kids were asked which one of these portrays the father going to work. The correct answer, according to that test, is the man in the business suit. But what about the kid who has never seen his father in a business suit? Or the kid who has never seen him go to work in a business suit or go to church or to a club when the father would put on his Sunday-go-to-meeting clothes? Or what about the kid whose father is a farmer? He, too, would answer from his own experience. The kid whose father is a musician or a waiter in a fancy hotel restaurant would also flunk. The kid who would get it "correct" is the one whose father has a rather conventional, traditional middle-class occupation. My kids would answer correctly because they have been acculturated and because they have become middle-class urbanites. There is nothing wrong with being middle-class urbanites *except that there are too many kids who are not.*

What happens when little Johnny takes that test? The teacher and the counselor say, "Poor Johnny, he is not very bright. He will never go to Harvard, so we don't want to give him a curriculum which will unduly tax his limited intelligence." So he becomes a statistic in Bedford-Stuyvesant or any other ghetto where statistics are essentially the same. Eighty-seven percent of the kids who graduate from high school in Bedford-Stuyvesant come out with general diplomas, not academic diplomas and not technical or commercial ones. The general diplomas prepare them for *failure.*

The kid comes out waving the piece of paper, saying, "Now, I'm going to

make it. Watch my smoke. I wasn't a fool like old Phillip over there who dropped out of school; I stayed in and served my time." And he goes down to get a job and finds he can't even fill out the application. It all has been *a fraud* for him—an absolute, unmitigated fraud!

It is the responsibility of the teacher educator and those whom he trains and teaches to help change the curriculum and the teaching methods. I can merely suggest some directions where I think we might seek the answers. We can begin with *effective use of paraprofessionals, teaching assistants, and teachers' aides.* I dislike the term "teachers' aides"; it sounds too much like teachers' maids. I fear that is often their use: erasing the blackboard or picking up the papers. But, as I was looking over evaluations of compensatory education pilot programs, the figures showed that very few of the compensatory projects succeeded or proved effective. Those that were effective had made large-scale use of paraprofessionals in classrooms who were from the same communities as the kids.

There have been many other studies showing that the use of paraprofessionals can improve the quality of education in many ways. There is a shortage of teachers, despite the figures which indicate there is a surplus. How can there be a surplus when maybe 20 million adults are functionally illiterate and need to be taught? Or when kids graduating from high school read at third-, fourth-, and fifth-grade levels? *What we mean is that we have more teachers than we have the money to pay for adequate instruction in the classrooms,* but we do not mean that we have more teachers than we need. The job remains to be done.

The use of paraprofessionals can *supplement* the real shortage of the trained professionals; paraprofessionals can be very effective in teaching people how to read, for instance. In a Greenley Associates study made several years ago, professional and certified teachers, college graduates without teacher training, and high school graduates used the same set of programmed instructional materials to teach functionally illiterate adults how to read. It was found that all three groups of teachers performed about the same in using the programmed materials. Now the teachers would have been right in saying, "Oh yes, but our hands were tied behind us." Certainly they could not be innovative. They could not use their imagination or draw upon the wellsprings of their experience or intellect because they had to follow the programmed materials. *But the purpose of the test was to see whether we could use people with limited training and skills to wipe out illiteracy in our country.* The high school graduates performed as well as the others using the programmed materials.

We need to find ways to include persons of lesser training and skills to perform those tasks which can be performed with limited training. Such use improves the professionalization of the professional teacher; certainly it does not limit it.

Ten years ago in Harlem, a study was made of three schools which showed—the figures would be worse today—that teachers were spending *80 percent* of their time on nonteaching duties. At the same time, people were asking these teachers, "Why is it the kids don't learn?" The answer, I think, is obvious.

In the next few years, the crisis in education will deepen just as problems will grow more serious in our society. The schools and the turmoil within them merely reflect the broader surrounding social turmoil. That turmoil will continue as unemployment prevails. It is six percent now, but in the black community it is 12 percent-plus and, among black youths in the inner cities, it goes up as high as

35 percent. In other words, the inner city is in a depression.

Combine these figures with the fact that American troop involvement in Vietnam is coming to an end. Remember that an inordinately high percentage of these returning young men are black, and they are coming back to a possibility of unemployment that is more than twice as great as the possibility faced by nonminority veterans. These young men are not going to be inclined to sit quietly and be told to get back to the bottom of the totem pole. For some reason, not yet properly analyzed, only a small percentage are taking advantage of the G.I. Bill and attending school. So we will be faced in the next two years, I think, with a very critical period. And the schools will be at the very heart of it.

I shudder when I think of *the terrible weight* that has to rest upon an educator's shoulders at this time. The entire nation is looking to him and to the educational establishment.

Turning On the Human Race

Pauline Frederick
United Nations Correspondent
for the National Broadcasting
Company

Last year, the U.S. State Department settled one issue to all official satisfaction with the announcement that the incursion into or the invasion of Laos was not a violation of international law—*with or without American ground troops*, of course.

Other nations violated international law when they crossed the boundaries of other countries with military forces by land, sea, and air—but *never* the United States, according to the United States. If the argument between the hawks and buzzards proceeded, the only real casualties were the little people of Asia, who are just statistics to important people like hawks and buzzards in the Pentagon.

Six miles high in the sky, clean-shaven technicians with impeccable fingernails and deodorized body creases were borne on singing engines of astounding magnificence into the country to be incursed in order to execute marvels of minute technological acrobatics in delivering bombs to the earth below. Things would fly into smithereens. Chicken coops, pigpens, and people's homes would burn with the jellied fire delivered to these miserable hovels by the power and dedication of people in faraway America.

Now, on the same morning that the singing machines were ordered to perform their acrobatics over Laos, Cambodia, and Vietnam to the dirge of silence, the President of the United States led more than 1,000 American officials and their wives in a prayer in the holier-than-thou city of Washington, D. C. At the time, the President asked God to give Americans *understanding hearts*.

The people of Laos, Cambodia, and Vietnam were too far away to hear, even if the bombing had not made so much noise. But then, what would it have meant to Asian peasants to learn that rich and powerful Americans had acknowledged on public television that they stood in need of developing understanding hearts? As a matter of fact, what *does* it mean to us? Did we take this invocation of divine help seriously, and—if so—were we ready to accept the responsibility which it entailed?

I was taught many years ago that the Lord helps those who help themselves. I do not know whether this is good theology, but it is difficult for me to believe that any Divine Power wishing to perform its wonders on earth can do so without the cooperation of the mortals who inhabit it. *Developing understanding hearts obviously means developing an understanding of other human beings.*

It would seem virtually impossible to

achieve the state of grace in the absence of one basic ingredient: *truth*. Unfortunately, truth appears to be shrinking in our national scenario. It has been said that, in any war, truth is the first casualty. To justify policies which have failed, clever phrase-makers delve into the rich lode of the English language to fashion certain slogans which neatly conceal hysteria.

Anthony Lewis of *The New York Times* wrote the other day that creatures from another world learning the history of the Indochinese War would conclude that our leaders were mad. But the truth is worse, said Lewis; they are what passes on earth for sane.

In support of such belief is the daily outpouring of propaganda designed primarily to influence voters rather than to encourage the development of understanding hearts. In this catalog of curiosa so far the following assurances can be found:

- You wind *down* a war by winding it *up*.
- There are *wider* wars and *narrower* wars.
- There can be no *military solution* of the problem in Indochina, so the war must be *escalated*.
- Vietnamization is *a peace plan* whereby Americans train, equip, and encourage Vietnamese to *make war* on Vietnamese, Cambodians, and Laotians.
- It is *honorable* for Americans to urge nations to *exterminate* other nations with the unlimited input of American air- and firepower.
- A *defeat* in Laos for American-supported South Vietnamese military forces is a *victory* for South Vietnam and the United States.
- The way to *peace* for one country is to *invade* two other countries.
- The *measure of victory* in today's war is the *number of Indochinese dead*—if they are on the other side, that is.

These ingenious illustrations of Pentagonese do not begin to exhaust the manipulation of English into the 1971 version of news-speak. If you have read George Orwell's *1984*, you will recall that *news-speak was the language by which government was able to control and restrict the thinking of the people in order to keep them in line.* Out of this intellectually lethal lexicon of *1984* has come the basic policy of the United States Government in 1971; it is: *war is peace*. To this false doctrine we Americans who have asked for understanding hearts are now asked to pledge our allegiance. This is a complete disavowal of a commitment the U.S. once made.

A recent Gallup poll revealed that 75 percent of the American people believe it very important to make the United Nations a success. There was a time when the United States Government seemed to have the same view. An American President, Franklin D. Roosevelt, exerted major leadership in bringing the United Nations into existence.

The next President, Harry S Truman, presided over the signing of the United Nations charter in San Francisco nearly 26 years ago. He was supported by the United States Senate at the time.

The United Nations grew physically on the bank of the East River of New York, and there was hope that this location on American soil would add to the interest of this nation's people in a second major attempt by countries to find the alternative to war. One reason why the League of Nations failed was that the United States had refused to be any part of it.

The major obligations to which governments solemnly commit themselves by joining the U.N. are as follows: All members, not just some, shall settle their international disputes by peaceful means. All members, not just some, shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state. The parties to any dispute

shall, first of all rather than last of all, seek the solution by negotiation.

How many of us realize that the United States since 1945 is solemnly committed to the treaty of the U.N. charter to settle all disputes by peaceful means, not to use force or threat of force against any other nation, and to seek a solution first of all by negotiation?

Or is the obligation binding *only when it is convenient* and violated when it is judged inconvenient? Our national policymakers apparently have decided the U.N. is not their idea of a design for paradise, despite of the American commitment to the charter. They have something better than peace is peace; it is *war is peace*. They remind one of the youngster who announced that he was going to draw a picture of God. When his teacher remarked that "No one knows what God looks like," he declared with Pentagon-like confidence: "They *will* when *I* get through!"

How little regard there is now in official Washington and Moscow circles for the United Nations can be demonstrated almost any day. Only this week President Nixon dismissed the U.N. from his foreign policy report by saying that the organization was "not functioning as effectively as it might and there should be more self-restraint and less talk in the house on the East River."

For a long time, it had been hoped that 1970—the U.N.'s 25th anniversary year—would produce ceremonies to demonstrate new faith in the organization and a rededication to its principles and practices. But something *less* than an American birthday gift was soon handed an important specialized U.N. agency, the International Labor Organization (ILO). Congress voted to withhold a $3,700,000 contribution to ILO because American labor objected to a Russian being named one of the five assistant directors of ILO, although the United States also holds a seat on that body. American labor also objected to an ILO publication devoting space to the Lenin Centennial.

Some years ago, when the Soviet Union was withholding funds for the U.N. peace-keeping operation in the Congo, an American told the General Assembly: "I do not have to draw a picture of the uncertainty, delays, and frustrations—and no doubt the failure which would ensue—were *members able to decide with impunity which activities they unilaterally considered to be legal or illegal and which they chose to support or not support.* Soon our world would become not a safer, but a more dangerous place for all of us, and our hopes for a strengthened and more useful United Nations would have been dimmed." The man who spoke those words of warning against the precedents the Soviet Union was setting and the United States has come to follow was Adlai Stevenson.

But, back to the U.N.'s anniversary ceremony last year when the city of San Francisco invited delegates to honor the historic signing of the charter a quarter of a century ago. The occasion would have been given particular significance by the presence of the President of the United States, chief of the host government. He could have carried on the tradition set by earlier American presidents who had left their imprint on the organization. He could have emphasized that the United States Government agreed with the American people that it was important to make the United Nations a success. President Nixon was nearby at the time at his San Clemente, California home. However, he found it *inconvenient* to travel the short distance to San Francisco to lend his presence to the ceremony.

The General Assembly set aside 10 days in mid-October for anniversary speeches by world leaders. There was excited speculation that, if President Nixon and Soviet Premier Kosygin in particular would talk

together under the same roof, they might be moved to talk with one another about ways to find peace in the world which their opposing policies are keeping divided and hostile. At the last minute, Premier Kosygin did not choose to attend the Anniversary Assembly. It did not take any special insight to conclude that an outbreak of anti-Soviet criticism in Washington was not conducive to any conversation between president and premier at the U.N. occasion. Specifically, the Nixon Administration was supporting Israel's charge that Egypt had wrecked the U.N.'s Middle East peace talks by moving Soviet missiles into the cease-fire zone. Furthermore, Kosygin did not appreciate President Nixon's decision to appear with the Sixth Fleet in the eastern Mediterranean—an exhibition of American power that seemed to challenge the Russian position in that area. The President had made sure that his belief in the importance of American military power was not lost. Before going to keep his rendezvous with the navy, he told Pope Paul at the Vatican *that he was leaving the Pontiff to visit the greatest might the world had even known—the American Sixth Fleet!*

Once more, the peaceful possibilities offered by the United Nations were *scorned* by its major members, who found it more expedient to flex their military muscles at one another.

Eventually, President Nixon did decide to appear before the U.N. Anniversary Assembly; he flew to New York in the afternoon of the final day and stayed just long enough to address the Assembly. He warned his audience at the outset that he would be realistic rather than ritualistic. He then told the U.N. members frankly that, if there was to be peace in this world, *it would be achieved through the competition of the United States and the Soviet Union, not through the United Nations*. He remarked that he hoped the competition would be peaceful.

October 24th had long been planned as a climax for the U.N. anniversary, with the Los Angeles Philharmonic Orchestra offering a special evening performance of Beethoven's Ninth Symphony. The event had become a tradition at the end of United Nations Day, ever since Dag Hammarskjöld and cellist Pablo Casals had decided the symphony's *Ode to Joy* and final movement formed an appropriate United Nations hymn.

With chiefs of state and heads of government present at the U.N. for the finale of the anniversary, President Nixon made some plans of his own. He suddenly invited the distinguished visitors to come to the White House in Washington for dinner on that night of the year-end concert. He even had an official plane sent from Washington to transport his guests to the capital. Visitors who were in New York for the U.N. occasion were suddenly faced with the choice of spending the evening as originally plannod at the U.N. or accepting a dinner invitation from the White House. In the political context of today's world, it is not surprising that so many found it more expedient to go to the White House than to stay at the U.N.

The most dramatic illustration, however, of the low regard which the major powers now have for the U.N. occurred on October 14th. It was on that day that the commemorative sessions began in the General Assembly; on that day—in three different areas of the world, in a stand that in effect embraced the globe--the United States, the Soviet Union, and the Peoples' Republic of China exploded nuclear weapons. This was the first time that the three had conducted nuclear tests on the same day. These explosions were in violation of the U.N. General Assembly's resolutions which called for all nations to stop testing all nuclear weapons in all environments.

The United Nations was created as an alternative to force after what was

supposed to be the studied lessons of two world wars. It was designed to be as weak or as strong as the members wanted it to be. It was supposed to draws its position and power from what was founded by the five major nations: the United States, the Soviet Union, Great Britain, France, and China. To this end, these five were given permanent seats on the Security Council with the authority to veto subsequent proposals that any of them might wish to oppose. It was hoped, however, that their cooperation would give the U.N. the power to find the peace which so far had eluded mankind.

With the breakup of the old empires following World War II, Britain and France became secondary in strength and influence while the United States and the Soviet Union became the nations with policies most affecting the course of the United Nations. Unfortunately, the U.N. became an arena for the two countries to wage propaganda wars rather than a center to harmonize efforts against man's traditional enemy, war.

This hostile rivalry between the United States and the Soviet Union was rooted in wars of the past. World War I pushed Russia over the brink into communism; it also disillusioned the United States into the policy of isolationism. The new, insecure Soviet Union believed American capitalism was determined to destroy it; angry and frightened Americans blamed the emergence of communism for killing the fancy promises of the so-called war-to-end-war and for creating problems that threatened capitalism. There was an uneasy pause in the mutual hostility to deal with Hitler, but after World War II the old antagonism resumed. Each of the two giants fastened its anxiety on the imagined or real intentions of the other to spread its philosophy.

The United States and the Soviet Union each became increasingly determined to change, subvert, and destroy—if necessary—the system of the other.

Ambassador Charles Yost, recently fired from his post as U.S. Ambassador to the United Nations (without any publicly-stated cause), once summed up the reason for war: "The greatest impediment to a peaceful world is not communism, capitalism, imperialism, or nationalism, but simply human behavior."

One can only marvel at the internal conflicts in the United States that have directed our extension of the outer conflict in Asia. Of course, this is basic to the doctrine of *war is peace*. If man's inner conflicts are to be translated into external action, there is an obvious need for physical power. In a patriotic society such as ours the human memory, going back to the cave and the jungle, has fastened onto physical prowess as a mark of a man. When the fist seemed no longer adequate to assert man's virility, he picked up the stone, the glove, the stick, the sword, the gun, the bomb, and—finally—the missile. These symbols of masculine strength became the means by which a nation's pride and power were asserted and used to avenge any real or *imagined* degradation of its sacred sovereign ego and to relieve its *internal stress* with *external action*.

As the United States and the Soviet Union squared off in the world arena to prove which was better and bigger and to release their internal tensions, the United Nations became of little value to them. The U.N. was armed with principles reminiscent of solemn sarcasm of long ago. The Goliaths turned away from this physically weak organization. The impact of this move was suggested one day in the Security Council by the representative of a small nation. The Ambassador from the Ivory Coast reminded the big powers, "When there is a dispute between two small nations, the dispute disappears. When there is a dispute between a small nation and a large

nation, the small nation disappears. When there is a dispute between two large nations, the United Nations disappears."

Given an atmosphere of fear and hostility, it is logical that the United States and the Soviet Union should begin a race to develop and accumulate the deadliest weapons ever conceived by the mind of man. The American motivation was once described this way by Admiral Rickover, father of the atomic submarine: "If the Soviet Union were to announce a plan to send a man to hell, the United States officials would be on Capitol Hill the very next morning demanding funds of Congress to make sure an American got there first." The same fanatic compulsion has unquestionably motivated the Kremlin.

This year, the world will spend $7,800 to train and equip a soldier and $100 to educate a child. While the United States has been spending three million dollars an hour to fight a major war in Indochina, it has been contributing to all worldwide peace activities at the United Nations something less than half the amount New York City paid for its police department and about the sum the Pentagon spends on its public relations alone every year to glamorize its kill-power sell to the American people.

The United States is also the largest exporter of arms in the world--with the Soviet Union and Red China close competitors. American, Soviet, and Chinese weapons are in trigger-happy hands all around the world tonight, contributing to tension, death, and destruction. It is difficult to see how weapons will feed the hungry, clothe the ragged, put roofs over the heads of homeless, heal the sick, and educate the ignorant in little countries where over half the human race lives in poverty, hunger, illness, and ignorance.

One of the largest private arms merchants is Samuel Cummings, who has said, "The only country in Latin America which has any brains about military equipment is Costa Rica; it has no tanks, no real fighters, and no navy—and it gets along fine."

What do the United States and the Soviet Union have for their military power? Regardless of all the Pentagon's rationalization, the purpose of weapons is to defile innocent people and property. On that count, the United States can now deliver more than 40 nuclear warheads for every Soviet city with a population of 100,000 or more. The United States is in a position to overkill Russians more than 1,000 times. The Soviet Union has enough power to destroy America's major cities at least 16 times over. If all military production were stopped today, there would still exist the equivalent of 15 tons of TNT for every man, woman, and child on earth. The race which started between the two giants for kill-power has now become a contest for *unlimited overkill power*—with no one yet explaining how a person or a city, once killed, can die over and over again.

The late President Eisenhower probably understood only too well the motivation behind accumulating military power beyond the need for killing once when he warned against the undue influence of the military-industrial complex, which rivals the very power of government itself, by virtue of its vested interest in big arms and its perpetuation.

There is no shortage of rationalization for military power—even under the world's avowed peace policy. A nation, some say, must be powerful enough to protect itself from attacks by other countries. But then, *what is the purpose of overkill power?* Another purpose behind military power is not so widely publicized: a flat recognition in important circles that *might makes right.*

The simple fact remains that weapons are made for killing and destruction; nations which collect them are preparing for war, not for peace. "War," pronounced one expert,

"is an act of violence to compel our opponent to fulfill our will."

A former Green Beret colonel has observed, "You cannot use the term 'homicide' in the context of war. War is a nasty business in which you employ a number of high-sounding objectives such as freedom and defense against aggression to justify killing people."

It was inevitable that global rivalry between the United States and the Soviet Union would eventually bring their strategic interests into direct conflict. When the Soviet invasion of Hungary in 1956 was suspected, the question arose whether the United States would meet this communist threat to Western Europe. But the Soviet Union stayed within its boundaries. When the Cuban missile crisis arose, both powers likewise kept their nuclear weapons sheathed and settled their differences with barrages of communications. The Soviet Union occupied Czechoslovakia in 1968, and once more the United States confined its reaction to words.

Then the power rivalry of the United States, the Soviet Union, and Communist China met head-on in Southeast Asia. All three powers decided it was in their own interest to use conventional weapons in Indochina. The three big powers, in this war, have refrained from attacking one another; instead, they have enlisted the underprivileged Asians of Vietnam, Cambodia, and Laos as mercenaries to fight for them. There is no record of either Russia or China suffering a single casualty in the nearly 10 years of war, even though they have been supplying the anti-American side of the contest.

The United States, however, has sacrificed nearly 5,000 American lives, had nearly 300,000 wounded and an untotaled number missing, and has paid over 100 billion tax dollars which might have been used to ease some of the inner struggles of poverty, hunger, and ignorance driving us to external action to ease the restlessness stemming from our own unsolved problems.

What of the people of Indochina? These human beings have been bombed by the great nations more than the Nazis were ever bombed in World War II. It is estimated that the equivalent of two and one-half Hiroshimas a month are being dumped by the American air force on Indochina. The civilian casualties among the people of North and South Vietnam, Cambodia, and Laos are beyond numbers. Nor can we calculate the refugees wandering across the devastated lands.

This is the *war-is-peace* theory we so proudly hail.

When the United States was finally forced to the conference table in Paris by American public opinion, it joined in the haggling for weeks over the shape of the conference table. The real issue, however, was a lack of faith in the ability to deal with others as human beings rather than as targets for annihilation. The American negotiators were expected, and still are, to act on war terms and to try to work out at the conference table what the military has failed to beat out of its opponents on the battlefield.

There is much discouragement in this country today and despair over how to change policy. But there is one shred of hope to which I cling: I remember that more than half of the world's people are now under age 25, and they definitely are searching for a better way. What greater challenge to the *teachers* than to help these younger Americans find our lost faith in human values and find a way to develop understanding hearts! These young people soon will be in a position of power; and if they are prepared to restore the society that we are watching disintegrate, then there is some hope in the future. In the vast wilderness of the human spirit in which we are now wandering, one cannot

think of any greater hope than for guidance back to an appreciation of humanity, *a recovery of our sense of human values*. I can think of no greater purpose of education than *to restore humanity to humanity through our young people and help them to create understanding hearts*.

It has been written that the true enemy is not the one in front of us, but the one who calls himself our defender and makes us his slave. No matter what the circumstances, the worst betrayal is to consent to subordinate oneself to this administrative apparatus and, once in its service, to destroy in oneself and others all truth and human values. There was never a greater challenge to all of us, *including those of us in education*, than to destroy the chains of subordination to violence, thereby freeing America for the sake of humanity: *in short, to turn off the arms race and turn on the human race*.

The Association

The President's Address:
ENTERING A DEMANDING DECADE
Paul H. Masoner

Clearly it was within a context of crises and tensions that the Association and its member institutions added strength and resources to current efforts and launched new and creative undertakings designed to help education realize its role in a troubled society.

The limitations of space prevent a full review of the major innovative efforts occurring in our 850 member institutions or overall coverage of every notable research project. Descriptions of teacher education programs which were entered in the AACTE Distinguished Achievement Awards program reflect the qualities of relevance, social concern, and creativity which, in turn, lead to new levels of effectiveness in the preparation of teachers, administrators, and educational specialists for the nation's schools.

But I should like to review a few key undertakings of the Association in 1970, particularly those clearly shaped to meet critical needs and long-range responsibilities of AACTE.

Of major significance in the Association's long-range endeavors was the report of the Special Study Commission, completed after almost two years of review and deliberation, which represents not only the views of the Commission members, but those of hundreds of institutional representatives and other faculty members from AACTE institutions. The report, *Crises in Teacher Education: A Dynamic Response to AACTE's Future Role*, clearly identifies the continuing responsibilities of the Association in such areas as communication, research and development, accreditation, professional development of faculty members, and decision making in teacher education. The report concludes:

> . . . the members of the Commission have dreamed great dreams for the American Association of Colleges for Teacher Education as an agent of great promise for improving the education of teachers. . . . We recognize the difficulties to be faced in achieving the role recommended for the Association, but we are confident that it can and will find ways to mount these recommendations. To do so is the responsibility of the entire membership, and we hope that all will be about this important business without delay.

A second area of concern for AACTE has centered around communication and involvement. During recent years it has become clear that AACTE, although an organization of institutions, could not achieve its major responsibilities without

increasing the involvement of faculty members, both from professional education and from the arts and sciences, who are themselves involved in the task of preparing personnel for the education professions.

In recognition of this need, defined in the Special Study Commission report and enunciated by participants in the 1970 School for Executives, a number of initial steps were taken during the past year. The circulation of the monthly *AACTE Bulletin* was increased to almost 40,000. In addition, a new publication entitled *Concern: AACTE Newsletter for Teacher Educators* was developed and has a comparable circulation. Both publications are serving the dual purpose of communication and involvement of the total faculty.

The Association has continued to publish books and monographs dealing with a variety of professional concerns in teacher education. Many have become important guides for the continuing development and improvement of teacher education throughout the nation. Preeminent, of course, is the thoughtful *Teachers for the Real World*, published in 1969 and still a best seller.

However, communication alone does not achieve involvement; the process must include not only faculty members concerned with the education professions, but also students and the community which the schools serve. We must expand our horizons, both as an association and as individual institutions, to include all those whose concerns relate to the improvement of teacher education.

Of very special importance is the involvement of significant numbers of those who constitute the faculty of arts and sciences. We have long emphasized the concept that teacher education is a total institutional responsibility. Charles Silberman states categorically in his *Crisis in the Classroom* that "the education of educators should be a central purpose of the college or university." If we agree, and we have indicated that we do in various ways for many years, then we must as a profession and as an association set about the task of doing more in developing a cooperative approach to teacher education that is a reality rather than a myth.

Some new and different approaches can bring about more involvement. For example, the further development of state AACTE organizations can provide increased opportunities for inter-institutional faculty and student exploration of common problems on a regional basis. Institutional-based seminars and informal study groups dealing with AACTE concerns might conceivably aid in the involvement of students, faculty, and community representatives.

The years immediately ahead, in order to be productive, demand maximum effort in mobilizing human and material resources in the cause of better teaching.

Another area of concern is standards and accreditation. In 1966, AACTE undertook an intensive study of standards under the leadership of its Evaluative Criteria Study Committee. With the participation of thousands of individuals representing colleges and universities, learned societies, professional associations, state departments of education, and the teaching profession, a new set of *Recommended Standards for Teacher Education* was developed, approved by the Board of Directors in late 1969, and adopted by the National Council for the Accreditation of Teacher Education (NCATE) early in 1970. Beginning this year, all institutions seeking accreditation or reaccreditation will be evaluated under these new standards. Through this effort of AACTE, higher education institutions have clear and valid guidelines for self-evaluation and self-improvement as well as the recognition which comes with accreditation.

Here, too, the long-range responsibility of the Association is evident. No set of standards can be established without continuing review, study, and revision. It was the decision of the Board of Directors to establish immediately a new Committee on Standards, charged with the responsibility for constant oversight of standards and their significance to the improvement of teacher education.

Two major projects spearhead the work of the committee: (1) the Steps Toward Excellence Project (STEP), involving more than 300 institutions engaged in self-study under AACTE leadership; and (2) the Performance-Based Teacher Education Project, involving five Texas institutions of higher education, the Texas Education Agency, and AACTE. Funded by USOE, the second project is studying performance-based teacher education in order to develop and critique models.

Another concern centers upon ideas and innovations. The combined talents of the faculties and staffs of member institutions provide AACTE with a major resource for development of educational ideas and strategies, initiation of innovative practices, and service as a clearinghouse for new knowledge.

A proposal coming out of the Studies Committee for the establishment of a National Center for Teacher Education has received widespread attention in recommending that a center and a network of subcenters be established to collect, review, and analyze information and research in the field of teacher education to develop models and to insure dissemination of information. Indicative of the importance of the proposal are the actions by the deans of schools and colleges of education in land-grant and state institutions of higher education to develop a similar proposal and also the action of the federal government in proposing the organization of a National Institute of Education.

Other relevant activities of the Association include innovative programs in student teaching and graduate practicums in guidance for Job Corps centers; the development of a consultative service for institutions seeking advice and help in upgrading teacher education programs; the Summer Professors Program, enabling 35 college faculty members to work in Job Corps centers for a four-week period; the publication of a multimedia guide, *Mediated Resources in Teacher Education;* and the Annual Meeting instructional clinics.

The ERIC Clearinghouse on Teacher Education—a collaborative effort involving AACTE, the Association of Teacher Educators (ATE), and the National Commission on Teacher Education and Professional Standards (NCTEPS)—gathers new knowledge for those who are interested in current developments relating to preparation for the education professions.

Another item covers the international dimension. For many years AACTE has given significant leadership by its commitment to international education and the global improvement of teacher education. International Education Year 1970 was highlighted by a number of projects based upon a fundamental conviction that education and the schools have the greatest single potential for the development of international understanding.

A series of regional conferences on international education dealing with world-oriented curricula as well as international exchange and cooperation for faculty and prospective teachers involved more than 300 of our member institutions.

The Administrative Internship Program, supported with funds from the Agency for International Development (AID), brought 20 administrators from higher education

institutions and government education agencies of countries around the world to AACTE member institutions for almost a year of planned experiences in higher education administration. Nine AACTE institutions, organized into two groups, spent most of the summer in Association-sponsored projects in the areas of faculty development and curriculum materials. One group studied East Africa and the other Southeast Asia. Plans call for a similar project in India in the summer of 1971.

Two Washington-based conferences emphasized the role of education in international affairs. A National Foreign Policy Conference for teacher education leaders, hosted by the U.S. State Department, involved 500 participants from member institutions to gain insight into American foreign policy. A second conference, "Education and Environment in the Americas," sponsored jointly by AACTE and the Organization of American States (OAS), attracted 200 educators and private agency and government officials from most of the western hemispheric nations to focus on educational responses to worldwide problems of pollution and the destruction of natural resources.

AACTE continues to serve as the secretariat of the International Council on Education for Teaching (ICET), an organization devoted to the global improvement of teacher education.

Concern for and involvement in problems relating to education in a multicultural society and to the crisis of education in urban communities is not a new phenomenon. But, in June 1966, the Association began a major attack on problems relating to the preparation of teachers who would provide relevant and effective education for minority-group children and youths. The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth was a landmark effort. In 1969 the Association, in cooperation with 21 member institutions, entered into a new venture: the Urban Education Leadership Development Project. Now in its second year, the project involves faculty and staff of cooperating institutions in workshops, conferences, seminars, and inter-institutional visitations.

The Association, aware of the critical nature of educational problems relating to the inner-city crisis and the neglect of our cultural minorities, established in 1970 a Commission on Multicultural Education. With a membership of 12 educators predominantly from minority groups, the Commission is charged with focusing the total resources of AACTE and its member institutions upon the grave issues relating to racial and ethnic minorities.

Another concern is that of partnerships. It has long been the policy of the Association to join with others in both formal and informal relationships designed to bring about improvement in education. Central in the partnership picture is the Associated Organizations for Teacher Education (AOTE), which brings together many teacher education organizations with several hundred thousand members. Other arrangements include affiliations with ICET, NCATE, ATE, and NCTEPS. A more recent development involves cooperation of AACTE with a number of the learned societies in education for the establishment of a standing conference on teacher education.

I turn to a final concern: the voice of teacher education. It is paradoxical that, on the one hand, teacher education is being asked to assume greater responsibilities for the correction and elimination of serious social problems and that, on the other hand, federal and state governments are reducing or seriously restricting the financial support necessary for achieving these new and demanding roles. This dilemma, alongside other critical problems, calls for a strong

and effective voice to speak out in the public forum, the press, the halls of Congress, the state legislatures, and the Executive branch of government.

In answer to this need, more than two years ago AACTE established a Committee on Governmental Relations charged with the responsibility of developing an effective liaison with public and quasi-public organizations and institutions. As a direct result, new and effective relationships have been developed with the U.S. Office of Education and other units of the Executive branch of the national government and with Congress as AACTE has offered assistance in the preparation of educational guidelines for federal programs, worked cooperatively for the passage of legislation important to education and to teacher education, testified before congressional committees, and enlisted the support of member institutions and other educational organizations on behalf of key programs and legislation.

That the Association continue to speak as *the voice of teacher education* is most urgent.

Report of the Executive Director
Edward C. Pomeroy

While we are talking in many ways at this Annual Meeting about crises in teacher education and crises in education generally, it is my pleasure to reassure you that the American Association of Colleges for Teacher Education—at least in the management of its programs and its staff—is not in crisis. Rather it is at this time considering one of the major steps of our Association, brought to our attention by Dr. Pierce and his colleagues in their Special Study Commission findings.

An organization must have a sense of strength to undergo critical self-examination. Equally necessary is the support from members and from the public in general to respond effectively to such critical study. I am happy to assure you that your organization is ready to face those challenges contained in the Commission's report.

In our activities this past year, we have attempted to assist you in responding to the many demands being made on teacher education institutions and on teacher educators. This was a year in which a major new program was established through the Multicultural Education Commission. It was a year in which this organization provided great leadership in trying to respond to the President's designation of International Education Year. It was a year in which this Association took hold of the idea of performance-based teacher education and brought together a group of distinguished leaders to guide both our institutions and education generally in terms of this important new concept and approach.

This was a year in which the Association contributed to teacher education accreditation a newly established set of standards developed with your help and your colleagues' help over the past two years. These new standards form the first steps of a continuing process to keep in touch with new developments in teacher education.

This was a year in which your Association operated a new secretariat within its staff to serve associations of professors—the Society of Professors of Education and the John Dewey Society—in a more extensive attempt to respond to the wide demands of collegiate teacher educators.

This was a year of expanded communication with you and your colleagues. I hope that you have found —as have many of your associates— that the Association's new publication *Concern* has pointed up a new type

of communication useful not only to people in teacher education, but to all who are concerned with the vast number of problems associated with our important tasks.

This was a year of our continued cooperation with the Association for Teacher Educators (ATE) and the National Commission on Teacher Education and Professional Standards (NCTEPS). The operation of the ERIC Clearinghouse on Teacher Education provided us the opportunity to be in touch with the increasing amount of resource materials.

It was a year of increased association and communication directly with members of your staff in Washington and your associates in the field. Regional conferences were held in international education, evaluation, and new program development.

It was a year in which my colleagues and the staff have contributed to our Association new dimensions in teacher education leadership.

Report of the AACTE Special Study Commission

Truman M. Pierce, Chairman
Dean, School of Education
Auburn University
Auburn, Alabama

A year ago we had the opportunity to make an interim report to this convention on what we were planning to do and some of the things we had done. Today we come to that final hour of our work when what has in fact been done will be briefly reported.

It is well to recall the charge to this Commission from the AACTE Board of Directors: to study any and all aspects of the Association including its organization and programs which the Commission deemed desirable and "to conduct any other studies that might be appropriate."

We have carried out the charge to the best of our ability by carefully studying the Association's historical evolution: what it has been in the past, what it is today, and what we hope it will be in the future.

In addition to studying the reports of other study commissions and the historical documents of the Association, we have sought extensive advice from our membership on how it views AACTE's present status and possible future direction. We have had views expressed from several hundred representatives of member institutions. We have received hundreds of thoughtful letters, first, suggesting what the Commission should do and, secondly, responding to an early draft of the Commission's report.

In a very real sense, we found that the Commission was not endowed with any insight about the Association not already shared by its membership; even on the basis of extensive study, we could do no better than act on the composite of ideas coming from the total body of members. So, the final report we now officially present is in reality a *consensus of thought* about what AACTE ought to try to be in the next 10 years. The recommendations are comprehensive; in some respects they are rather sweeping. But we have dreamed for the Association on the basis of what has been and what is now—in the firm belief that its service in the future should be built soundly upon its past accomplishments.

In projecting key actions and goals for the Association, the Commission report addressed itself to how AACTE should relate to education, teacher education, and the broadest society served by these segments. We were bold enough to project for the future a crucial role for the Association in confronting the basic problems and issues which influence schools and the education of their teachers. The Association would then become more influential in helping its member

organizations, associations, and institutions in their respective bailiwicks; and, somehow or other, it could become a vigorous spokesman for the best in teacher education.

Accordingly, the Commission talked about the context of crisis and tension within the present-day setting. Commission member Walter K. Beggs will comment on these current pressures.

We projected the role of the Association as best we could in terms of this crisis context; Commission member George Denemark will speak to prime goals.

Then we confronted a second key question—What can an association actually do in the context of the times and in light of the particular needs of teacher education and education in general? We have tried to define areas of program emphasis, to be cited by Commission member Nathaniel H. Evers.

Finally, we addressed ourselves to the question of how an association, large and diverse, can effectively organize and conduct its business in order to achieve stated goals. Commission members William Engbretson and Robert F. Topp will consider this question.

WALTER K. BEGGS: At the beginning of the Commission's deliberations, there was one point on which all of the members agreed: that, as our member institutions go about their business, no one of them is working in a vacuum. In each instance, there is a local complex of pressures and needs which must be considered.

This situation extends also to regional, national, and international communities; all of these, in turn, impinge back on the development and operation of the programs on any local campus. As a frame of reference, we adopted a crisis context under which our educational institutions must operate in preparing teachers for the contemporary setting. We, as a Commission, thought that probably the current pressures under which teacher education operates are summarized in the six points which we have enumerated in the report:

(1) Pressure from our student population for considerable reform in our programs, the governing of our institutions, and the way we operate and move students through those programs;

(2) Effect of a counter-pressure from the surrounding public, which is dissatisfied with the way things are going on campus;

(3) Loss of credibility, making it mandatory to reestablish our relationships with the larger society;

(4) Immediate pressures from many communities within the society to help them meet their specific educational needs and to produce the kind of teacher who can zero in on some of the problems of minority groups;

(5) Pressures from students, faculty, and various communities around us to participate in developing general policy for education and teacher education; and

(6) Question of what is the central dynamo of teacher education: does it lie in our institution or outside, serving some sort of supplementary role?

When we take the membership of this Association in concert, some 850 of us, and realize that we are responsible for training 90 percent of the nation's teachers and probably most of its school administrative personnel, then we must define our function in relation to the elements which are demanding a role in this process.

GEORGE DENEMARK: In considering the Association's main responsibility of improving teacher education, the Commission identified six areas of activity:

(1) Alerting member institutions to the continuous assay of forces, agencies, and developments in the

nation and the world which play upon and shape educational direction;

(2) Speaking authoritatively, aggressively, and responsibly in public forums on the issues and problems of teacher education;

(3) Providing for the feelings, ideas, needs, and frustrations of local faculties in trying to reach the attention of the Association leadership for its consideration and action;

(4) Making the Association's work visible to local faculties and providing them with a roster of services for institutional use;

(5) Serving as a coordinating, but not a controlling agency for the many groups, societies, and associations with somewhat narrower and more specialized responsibilities in teacher education; and

(6) Giving national and international visibility to the composite member institutions and spelling out the significance of that composite wherever such action would enhance the work of the individual institutions or their work in concert.

Underlying all of these areas of activity is a deep concern for the critical issues of society, education, and particularly teacher education in facing problems like

- The cumbersomeness of curriculum change in most colleges and universities;
- Cooperation with other institutions and agencies concerned with the improvement of higher education;
- The broad question of higher education's dual function as the traditional citadel of rational thought and its more recently emphasized role as dynamic agent for social change;
- The fragmentation of governance in higher education and the diminishing of public confidence in such governance;
- The fragmentation of authority and responsibility reflected in growing division over the appropriate relationship between college personnel and public school personnel in the education of teachers;
- The linkage of theory and practice;
- The relationship between preservice and in-service education;
- A definition of the content of teacher education and an evaluation of the product of the teacher education process.

These issues and many others, we felt, should be at the heart of future Association activities.

NATHANIEL H. EVERS: The Commission addressed itself to a number of major emphases, as outlined in the report. They are matters in which the membership had already indicated interest; the Commission merely tried to sharpen them.

WILLIAM E. ENGBRETSON: We attempted to look at the Association machinery in terms of improving its operation. We thrashed around the question of membership and concluded that we should support a continuation of institutional membership.

We have also recommended that accredited junior colleges offering two years of baccalaureate preparation and currently unaccredited four-year teacher preparation institutions be eligible for and solicited to take associate membership in AACTE.

Individual membership was discussed at some length several times and rejected as a motion.

It is recommended by the Commission that the number of institutional representatives vary according to the size of the college or university, using as a basis the number of degrees annually awarded to persons completing programs in teacher education. The formula for representation would begin at three per institution and progress to seven for those institutions graduating 600 or more

teacher education students per year. Institutions holding associate membership would have one representative each without voting privileges.

We feel strongly that the institutional representatives should include a wide cross-section of the faculty involved in the preparation of teachers.

The Commission recommends that each teacher education faculty establish a local unit of AACTE, with the chief institutional representative serving as unit chairman and the other institutional representatives forming a primary planning body. The institutional representatives, the Commission feels, should have the power to elect the Board of Directors and the officers of the Association by individual vote. Therefore, we are proposing that, when voting on changes in the Constitution and By-Laws, each institution have a single vote.

We are recommending that the Board of Directors consist of 17 to 19 members; 12 of these should be elected for three-year terms.

It is the Commission's view that the Board of Directors should concern itself primarily with formulation of policy, determination of major thrusts of programs, evaluation of these programs, and long-range planning and development. The Board should establish and maintain cooperative relationships with individuals and groups sharing in the common purpose of improving teacher education. It should have a smaller Executive Committee of five members, including the President, President-Elect, Past President, and two other members elected by the Board. The Committee should meet twice a year to handle most of the details of management and administrative matters requiring Board approval.

ROBERT F. TOPP: This organization, more than any other similar one, has had a central staff led by an executive director; it has been progressive and courageous in facing up to the changes today. Now, we have made the job more complex by defining the tasks in somewhat greater detail: *communication with you, research and development involving you, professional development for your staff, long-range planning and evaluation on a continual basis, and accreditation responsibilities closely tied to our interests.*

We hope to free the executive director from unnecessary administrative trivia so that he can provide the kind of study and advice to us that will carry us forward in the new and more vigorous role of this organization.

Our committee structure is being changed rather drastically: we are going to have small standing committees working with each of the associate directors within his particular sphere of responsibility.

In addition, there will be, as needed, *ad hoc* temporary task force groups. We are anxious to have more of our members involved in important matters affecting the national level of teacher education. We are trying to encourage the development of state associations of AACTE, and already some progress toward this goal is evident. Of course, we wish firmly to certify our strongest support of the Associated Organizations for Teacher Education because its members are our colleagues as we work together to upgrade teacher education in the nation.

DR. PIERCE: Thank you, gentlemen of the Commission, for your concise and clear statements about our report. Now we ask that the membership carefully study it and possibly support the recommendations in order to join together in shaping an effective role for this Association.

PRESIDENT MASONER: Both the members of the Special Study Commission and the members of the Board of Directors recognize the tremendous responsibility placed upon the shoulders of the chairman of this Commission. We have a special

presentation for Dr. Pierce in honor of his leadership.

The plaque reads: "The American Association of Colleges for Teacher Education presents this certificate of special recognition to Truman M. Pierce, chairman of the AACTE Special Study Commission from February 1960 to January 1971, in appreciation for his outstanding leadership and service to the membership of the Association and to the teacher education profession. Presented this 23rd Annual Meeting of AACTE on February 24, 1971, by action of the Board of Directors."

Articles of Incorporation and Bylaws

Articles of Incorporation and Bylaws

Articles of Incorporation

First: The name of the corporation is the American Association of Colleges for Teacher Education.

Second: The period of duration is perpetual.

Third: The purpose of this Association is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Consonant with this purpose, the major objectives of the Association are:

Section 1. To provide member institutions with the means for continuous exhange of information, experiences, and judgments concerning all aspects of teacher education.

Section 2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearinghouse of information and reports on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.

Section 3. To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.

Section 4. To encourage and assist the administrators of teacher education institutions to develop greater competence, especially in their leadership of college faculties in developing improved programs for the education of teachers.

Section 5. To cooperate with other professional education organizations and agencies in activities designed to establish desirable directions, goals, and standards for teacher education.

Section 6. To make available to colleges and universities, upon request, professional consultant services and other practical assistance to help them improve their teacher education programs.

Section 7. To represent the education of teachers before all segments of the public as a great professional enterprise carrying special responsibilities for the development of competent citizens.

Fourth: This Corporation will have members.

Articles of Incorporation approved at February 1970 Annual Meeting. *Bylaws* revised and approved at February 1971 Annual Meeting and subsequently ratified April 1971.

Fifth: The Corporation is to have a single class of members, comprised of colleges and universities eligible for membership in this Association, which are those four-year, degree-granting institutions which officially and publicly announce that the education of teachers is one of their important institutional purposes and which present satisfactory evidence that they qualify for membership; or such other individual class of members as may be designated by the Directors of the Association and set forth in the Association's *Bylaws*. The members shall have voting rights as established by the Directors of the Association and set forth in the Association's *Bylaws*.

Sixth: The Directors are to be appointed by the members in a manner to be provided in the *Bylaws*.

Seventh: The internal affairs of the Corporation shall be regulated in accordance with procedures set forth in the *Bylaws*. In the event of dissolution of the Association, the Directors shall, after payment of debts and obligations, divide the net assets equally among the nonprofit colleges and universities comprising the membership at the time of dissolution, provided such institutions are then exempt from federal income taxes as charitable and/or educational organizations.

Bylaws

ARTICLE I—Membership

Section 1—Regular Membership

A. Regular membership in the Association will be limited to four-year degree-granting colleges and universities, upper division colleges, and graduate schools, which are accredited by a regional accrediting association and which officially and publicly announce that the education of teachers is one of their important institutional purposes.

B. An applicant for regular membership which meets the above qualifications shall file a formal application for regular membership, which shall include: (1) a statement from the catalogue or other official document indicating that teacher education is one of the purposes of the institution, (2) a statement from the chief administrative officer that the institution proposes to take an active part in the work of the Association, and (3) a commitment to cover the first year's membership fee. The application should be forwarded to the Executive Director of the Association at the national office in Washington, D. C.

C. The application will be considered by the Board of Directors of the Association at the next regular or special meeting of the Board of Directors. The Board of Directors will submit to the membership, at the next Annual Meeting, those applications it recommends for final acceptance by the membership.

D. Applicants which are accepted as regular members shall continue thereafter to be regular members of the Association, contingent upon the payment of annual dues in a timely manner. An institution desiring to withdraw from regular membership in the Association may do so at any time, provided that it is not then in default with regard to the payment of any annual dues which would otherwise be due the Association. The regular membership of any institution may be terminated for cause at any time, provided, however, that the Board of Directors of the Association shall, in the event of any anticipated termination for cause, consider and adopt a resolution recommending the termination and submit such resolution to the membership for final action at any regular or special meeting of the membership.

Section 2—Associate Membership

A. Two-year accredited or nonaccredited institutions and four-year nonaccredited institutions, which officially and publicly announce that the education of teachers is one of their important

institutional purposes, will be eligible for associate membership in the Association.

B. An applicant for associate membership which meets the above qualifications shall file a formal application for associate membership, which shall include: (1) a statement from the catalogue or other official document indicating that teacher education is one of of the purposes of the institution, (2) a statement from the chief administrative officer that the institution proposes to take an active part in the work of the Association, and (3) a commitment to cover the first year's membership fee. The application shall be forwarded to the Executive Director of the Association at the national office in Washington, D. C.

C. The application will be considered by the Board of Directors of the Association at the next regular or special meeting of the Board of Directors. The Board of Directors will submit to the membership, at the next Annual Meeting, those applications it recommends for final acceptance by the membership.

D. Two-year colleges which are accepted as associate members shall continue thereafter to be associate members of the Association, contingent upon the payment of annual dues in a timely manner. An institution desiring to withdraw from associate membership in the Association may do so at any time, provided that it is not then in default with regard to the payment of any annual dues which would otherwise be due the Association.

E. Four-year institutions which are accepted as associate members may continue to be associate members of the Association for a period of five years from the date of original acceptance, contingent upon the payment of annual dues in a timely manner; provided, however, that at such time as any four-year institution actually qualifies for regional accreditation the institution shall apply for regular membership in the Association in accordance with the procedures set forth in Section 1; if, at the end of the five-year period, any four-year institution has not qualified for regional accreditation, its associate membership in the Association will be automatically terminated because it is the intent of the Association to encourage all four-year institutions to qualify for regional accreditation.

F. The associate membership of any institution may be terminated for cause at any time, provided, however, that the Board of Directors of the Association shall, in the event of any anticipated termination for cause, consider and adopt a resolution recommending the termination and submit such resolution to the membership for final action at any regular or special meeting of the membership.

ARTICLE II – Representation and Voting of Member Institutions

Section 1 – Representation

A. Regular member institutions shall express themselves officially in the affairs of the Association through the medium of institutional representatives. The representatives of any regular member institution should include, to the maximum extent possible, a cross-section of faculties engaged in the preparation of teachers, including those in academic disciplines, and all major units of the professional teacher education faculty. The number of representatives of each regular member institution shall be calculated in accordance with the following formula:

1. Three representatives for each institution which graduates from one to not more than 150 teacher education students per year;
2. Four representatives for each institution which graduates not less than 151 and not more than 300 teacher education students per year;
3. Five representatives for each in-

stitution which graduates not less than 301 and not more than 450 teacher education students per year;

4. Six representatives for each institution which graduates not less than 451 and not more than 600 teacher education students per year;
5. Seven representatives for each institution which graduates more than 600 teacher education students per year.

B. Each regular member institution shall advise the Executive Director of the Association, by means of a required Annual Report form provided by the Association, of the names of the institutional representatives selected by the institution. One of these representatives shall be designated as the Chief Institutional Representative. Each member institution will have the right to select substitute institutional representatives at any time during the calendar year, and any individual substitution shall be effective as of the date on which the Executive Director is advised of the change. Should any designated institutional representative be unable to attend any regular or special meeting of the membership, the institution may elect to send a substitute institutional representative for any given meeting, provided the substitute presents to the Executive Director of the Association a properly executed Proxy Form provided by the Association.

C. Each associate member institution may select one individual to serve as its institutional representative, and said representative (or a duly authorized substitute) may attend all membership meetings and express the views of the associate member institution on all issues under consideration, provided, however, that the institutional representative from an associate member institution shall have no right to vote on any issue under consideration.

Section 2—Membership Meetings/Quorum

A. The Association shall hold one Annual Meeting and such other meetings on such days and at such places as may be determined by the Board of Directors.

B. One or more institutional representatives from one-third of the regular member institutions, or one or more institutional representatives from one-half of those regular member institutions which have a representative registered and in attendance at any meeting, shall constitute a quorum for the transaction of business at any meeting.

Section 3—Voting

Each institutional representative (or a duly authorized substitute) shall be entitled to cast one vote on every issue (except for amendments as set forth in Section 4) considered by the membership at any regular or special meeting, provided, however, that any single individual representative attending any meeting may cast votes for the other designated institutional representatives of his institution in their absence, upon the presentation of a Proxy Form provided by the Association, indicating his authorization in this regard.

Section 4—Amendments to Bylaws *or Association Dues Schedules*

Proposed amendments to the Association *Bylaws* or Association Dues Schedules shall be forwarded to all member institutions not more than 50 but not less than 10 days prior to a regular or specially scheduled meeting of the membership. The proposed amendment shall then be submitted to a vote at the membership meeting and shall be considered adopted and in effect when approved by a majority vote of those member institutions with an institutional representative registered and in attendance at the meeting. Notwithstanding anything set forth in Section 3. above, on all issues involving such

amendments each regular member institution shall have a single vote to be cast by its Chief Institutional Representative at any regular or special meeting of the membership.

Section 5—Rules of Procedure

The rules of procedure at the meetings of members shall be according to *Robert's Rules of Order* so far as such rules are applicable and not inconsistent with these *Bylaws* or the Non-Profit Code of the District of Columbia. The rules of procedure may be suspended by a majority vote of the institutional representatives present and voting at such meeting, provided, however, that any institutional representative bearing a duly executed Proxy Form, provided by the Association, may cast votes for nonpresent representatives of his institution.

ARTICLE III—Board of Directors and Officers of the Association

Section 1—Board of Directors

Except as otherwise required by law or provided by these *Bylaws*, the control of the Association and its affairs and property shall be vested in the Board of Directors. The Board of Directors shall be comprised of not less than 17 and not more than 19 Board members. Individual members are to be selected from existing institutional representatives by the member institutions in accordance with the procedure set forth herein.

A. Twelve of the individual members of the Board of Directors shall be elected for three-year terms, which will be staggered to provide continuity, by the regular member institutional representatives under a procedure which allows, to the maximum extent possible, for a comprehensive representation considering such factors as geographical location, institutional types, professional positions, institutional sizes, and ethnic and cultural backgrounds; provided, however, that in order to originally establish or to maintain the desired number of elected Directors, certain Directors may be elected for terms of less than three years.

B. The individual occupying the office of President, President-Elect, or Immediate Past President shall serve as a member of the Board of Directors during the periods of time he holds the said position.

C. The individuals holding the positions of Chairman and Chairman-Elect of the Associated Organizations for Teacher Education shall serve as members of the Board of Directors during the period of time they hold the said positions.

D. The Board of Directors may, at its option, elect as additional Board members individual representatives of member institutions who, by reason of their unique experience, expertise, or position in specific areas of teacher education, may enable the Board to serve more adequately the diversified interests of teacher education; this provision shall never operate to increase the total number of Directors by more than two at any given time, and the respective term of each such additional member will be determined by the Board of Directors but in no event will exceed a three-year term.

E. Liaison representatives from other educational associations and organizations may be appointed by the Board of Directors, at the Board's discretion, to serve on the Board of Directors. Such liaison representatives shall not be required to assume the liabilities inherent in the position of Director and shall not have a right to vote.

F. The Board of Directors may, by resolution, create an Executive Committee composed of five members of the Board.

Section 2—Officers

The Officers of the Association shall be a President, a President-Elect, an Immediate Past President, an Executive Director/Treasurer (a single individual),

and a Secretary. The President-Elect shall be elected by the regular member institutions in accordance with the procedure set forth below. The term of the President-Elect shall be one year beginning on March 1, the President-Elect shall automatically become the President on March 1 of the following year and shall occupy the office of President for a term of one year.

The President shall automatically become the Immediate Past President on March 1 of the following year and occupy such office for a term of one year. Should the President ever become disabled or unable, for any reason, to execute the responsibilities of his office, the President-Elect will become the President and serve for the unexpired part of the disabled President's term in addition to his own regular term as President. The Executive Director/Treasurer and the Secretary of the Association shall be appointed by the Board of Directors for terms of office to be determined by the Board of Directors; provided, however, that a minimum of 60 days notice shall be given to the Executive Director prior to the termination of his service by action of the Board of Directors and provided further that the Executive Director will give the Board of Directors a minimum of 60 days notice should he desire to resign the responsibilities of Executive Director. The Board of Directors shall appoint also an Associate Executive Director and such other Associate Directors as may be required to assist the Executive Director. The terms of the Associate Executive Director and the Associate Directors shall be determined by the Board of Directors. The duties of the Officers of the Association shall be such as are usually associated with their respective offices, or as may be more specifically designated in these *Bylaws* or by the Board of Directors.

Section 3—Election of Officers and Board of Directors

A. For the purpose of nominating candidates for the offices of the President-Elect and of the Board of Directors each year, the membership of the Association shall be grouped by states into six divisions as follows: Zones I, II, III, IV, V, and VI.

Zone I Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland.

Zone II Virginia, District of Columbia, North Carolina, South Carolina, Georgia, Florida, Puerto Rico, Alabama, Mississippi, Tennessee.

Zone III Pennsylvania, West Virginia, Kentucky, Ohio, Indiana.

Zone IV Michigan, Wisconsin, Illinois, Minnesota, Iowa.

Zone V Louisiana, Arkansas, Missouri, Kansas, Oklahoma, Texas.

Zone VI Guam, Alaska, Hawaii, Washington, Oregon, California, Arizona, New Mexico, Nevada, Utah, Colorado, Nebraska, Wyoming, Idaho, Montana, North Dakota, South Dakota.

B. At the time of each Annual Meeting, the Board of Directors shall appoint a Nominating Committee of seven, composed of one member from each Zone and the Immediate Past President of the Association, who shall act as chairman but who shall have no vote except in the event of a tie. An alternate for each member shall be appointed from his Zone to serve in his absence.

C. At the time of each Annual Meeting, the Board of Directors shall appoint a Tellers Committee. An alternate for each member shall be appointed. The Executive Director of the Association shall act as chairman.

D. Any officially designated institutional representative shall be eligible for nomination as an officer or member

of the Board of Directors of the Association.

E. The Nominating Committee shall use a formal process whereby institutional representatives may recommend persons for nomination to elected offices. On or before June 1, the Nominating Committee shall name two candidates for the position of President-Elect, and a slate consisting of twice the number of candidates as there are vacancies to be filled on the Board of Directors. The slate shall be transmitted by the chairman of the Nominating Committee to the Executive Director of the Association.

F. On or before October 1, the Election Ballot, showing the candidates for the offices, shall be distributed to all official representatives of the member institutions of the Association. The representatives shall be instructed to return the Election Ballot to the Tellers Committee in care of the Executive Director of the Association on or before December 15, following distribution of the Ballot.

G. All legal Election Ballots received by the Executive Director on or before December 15 shall be counted by the Tellers Committee. The results shall be transmitted to the President of the Association for announcement at the next Annual Meeting of the Association.

H. The candidates receiving the larger number of votes shall be elected to office. In the event that vacancies have occurred on the Board of Directors so that positions represent unequal terms, longer terms will be awarded to candidates with the higher number of votes.

Section 4—Responsibilities of the Board

The Board of Directors shall concern itself primarily with the formulation of policies to guide the Association and to determine the major thrusts of the Association's programs. The Board shall maintain a continuous evaluation of the progress of such programs and foster long-range planning or programs which may better improve teacher education in the United States and abroad. The Board shall encourage the establishment and maintenance of cooperative relationships with individuals and groups actively participating in teacher education programs. It shall be the general policy of the Board to appoint task forces, committees, and commissions, such groups to be comprised of individuals from AACTE member institutions to the maximum extent possible, to accomplish specific tasks and to assist in the execution of major Association programs.

Section 5—Board Meetings

A. The Board of Directors shall meet at least twice per year. It shall be the joint responsibility of the President and the Executive Director to prepare agendas for each meeting. It shall be the responsibility of the Executive Director to attend Board meetings and to bring to the attention of the Board all matters requiring Board action, including matters set forth in the advance agenda and such other matters as he may be directed by the President to prepare for consideration.

B. The rules of procedure at meetings of the Board shall be according to *Robert's Rules of Order* as far as such rules are applicable and are not inconsistent with these *Bylaws* or the Non-Profit Code of the District of Columbia. The rules of procedure may be suspended by a majority vote of those present and voting at such meeting. One-third of the total number of voting Directors of the Association shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors.

Section 6—Indemnification of Directors/Officers

The Board of Directors is authorized by the membership to indemnify any Director or Officer or former Director

or Officer of the Corporation or any person who may have served at its request as a Director, Officer, Agent, Associate Member, etc., of any other association, whether for profit or not for profit, against expenses actually and necessarily incurred by him in connection with the defense of any action, suit, or proceeding in which he is made a party by reason of being or having been such Director, Officer, Agent, etc., except in relation to matters as to which he shall be adjudged in such action, suit, or proceeding to be liable for gross negligence or misconduct in the performance of a duty, it being understood that this By-law is being adopted in lieu of the Corporation's contracting for such indemnity type insurance coverage with an insurance carrier and incurring the expense required thereby.

ARTICLE IV—Financial Operations

Section 1—Revenues

The primary source of operating revenues will be the dues contributed by member institutions. Operating expenses shall be reduced to the maximum extent possible by reimbursements secured through the sale of Association publications to members and nonmembers and through the Association's consultative activities.

Section 2—Annual Dues

The annual dues of the Association shall be levied in accordance with a schedule of dues formulated by the Board of Directors and approved by the membership; amendments to existing Dues Schedules will be made in accordance with the procedure set forth in Article II, Section 4.

Section 3—Expenditures

The expenditure of Association funds shall be controlled by an annual budget. It shall be the responsibility of the Executive Director to consult with the President in the preparation of a proposed budget and to submit the same to the Board of Directors for approval and adoption. The approval by the Board of Directors of the annual budget shall be considered to constitute an appropriation of funds for the purposes designated therein and authorization to the Executive Director to cause such funds to be expended. The Executive Director shall arrange for a surety bond to ensure the faithful expenditure and safekeeping of all Association funds, the costs of said bond to be an Association operating expense.

Section 4—Association Records

The Executive Director shall cause appropriate records of all financial operations to be maintained at the national offices in Washington, D. C., which said records shall be available upon reasonable notice for inspection by the Board of Directors.

Section 5—Audit

The President shall appoint an Auditing Committee of three institutional representatives, who shall review a Certified Public Accountant's audit of the accounts of the Association during each fiscal year, and the Auditing Committee's report shall be presented to the institutional representatives during the Annual Meeting.

Section 6—President's Operational Expenses

The Board of Directors may allocate a reasonable amount of Association funds to the President of the Association in order to permit him to fully execute the responsibilities of the office of President during his term.

ARTICLE V—Election of AACTE Members to the National Council for Accreditation of Teacher Education (NCATE)

Section 1

For the purpose of selecting AACTE members of the NCATE each year, the Board of Directors shall use a formal process whereby institutional representatives may recommend persons for nomination to NCATE membership. Members of the faculties of institutions holding membership in AACTE shall be

eligible for nomination as AACTE members of the NCATE.

Section 2

On or before June 1, the Board of Directors shall name two persons for each position to be filled. This slate shall give due consideration to balanced representation of the different types of collegiate institutions preparing teachers and of the various academic and professional fields relevant to teacher education in these institutions. The distribution of representation on the Council according to institution type shall be systematically defined and shall be identified on election ballots. The slate shall be transmitted by the Board of Directors to the Executive Director of the Association.

Section 3

The Tellers Committee appointed under Article III of the *Bylaws* shall also serve as the Tellers Committee for this election.

Annual Business Meeting 1971

Report of the Auditing Committee
Robert DuFresne
President
Winona State College
Winona, Minnesota

The Auditing Committee included Dean David B. Austin, Richmond College of the City College of New York; Dean A. J. Richards, Kentucky State College, Frankfort; and myself. We examined the report of Browner and Reinstein, Certified Public Accountants, Silver Spring, Maryland, for the year ending Dec. 31, 1970 and found it consistent with standard auditing procedures. The report reveals an excess of expense over income in the amount of $6,812. The total net worth for the year ending Dec. 31, 1970 was $297,051, as compared to net worth Jan. 1, 1970 of $302,254. This is a reduction in net worth of $5,203.

In view of rising costs, we feel this report reflects good budget and business management.

The Association appears to be on a sound financial foundation, and in the opinion of the committee the executive director and his staff are to be congratulated.

. . . The Auditing Committee report was put to a vote and accepted.

Report of the Tellers Committee
Richard B. Brooks
Dean, School of Education
College of William and Mary
Williamsburg, Virginia

The Tellers Committee examined the ballots in the AACTE Washington office. The computer was checked and rechecked. For Sister Margaret Hughes, academic dean at St. Joseph College, Emmitsburg, Md.; Billy E. Ross, associate dean at the University of Delaware, Newark; and myself, I report the following election results as certified by the committee:

President-elect: George W. Denemark, dean, College of Education, University of Kentucky, Lexington.

Board of Directors: Samuel G. Gates, president, Wisconsin State University, LaCrosse; and Kenneth R. Williams, president, Winston-Salem State University, Winston-Salem, North Carolina.

Representatives to NCATE: Edward B. O'Connor, chairman, Department of Education, The Creighton University, Omaha, Nebraska; Virgil W. Gillenwater, executive vice president, Northern Arizona University, Flagstaff; and Calvin E. Gross, dean, School of Education, University of Missouri at Kansas City.

. . . The Tellers Committee report was put to a vote and accepted.

Election of New Member Colleges and Universities
Edward C. Pomeroy
Executive Director, AACTE

The Board of Directors has reviewed membership applications from the institutions listed below and has found these applications in order and in accord with AACTE's membership requirements. There are three categories of new members which I wish to identify:

(1) Those institutions complying with requirements for regular membership in the Association.

Pacific Union College
Angwin, California

Missouri Western College
St. Joseph

Bernard M. Baruch College
The City University of New York
New York

Ladycliff College
Highland Falls, New York

Lenoir Rhyne College
Hickory, North Carolina

Mars Hill College
Mars Hill, North Carolina

Benedict College
Columbia, South Carolina

Christian Brothers College
Memphis, Tennessee

Jarvis Christian College
Hawkins, Texas

Norfolk State College
Norfolk, Virginia

Virginia Polytechnic Institute and State University
Blacksburg

Alderson-Broaddus College
Philippi, West Virginia

Marian College of Fond du Lac
Fond du Lac, Wisconsin

(2) Those institutions complying with requirements for associate membership in the Association.

Florida International University
Miami

Southwest Minnesota State College
Marshall

Ramapo College of New Jersey
Mahwah

Cameron State Agricultural College
Lawton, Oklahoma

Francis Marion College
Florence, South Carolina

University of Wisconsin-Parkside
Kenosha

(3) Finally, two institutions which have served as associate members have now been recommended for regular membership.

Florida Technological University
Orlando

Dallas Baptist College
Dallas, Texas

On behalf of the Board of Directors, I move the acceptance of these institutions as full or associate members of the American Association of Colleges for Teacher Education.

. . . The motion was put to a vote and carried.

Presentation of Plaques for Hosting Adminstrative Interns
Frank Klassen
Associate Director, AACTE

One of the Association's key international education activities has been the intern administrative leadership program. The success of this program is determined by the amount of institutional commitment and involvement in helping educational leaders of other countries develop a new awareness of administrative techniques and policies and practices in teacher education.

I would like to read the names of those institutions which have served as hosts to the interns, who have come from Latin America, Africa, and Asia.

Ohio University
Athens

Florida Agricultural and Mechanical University
Tallahassee

East Texas State University
Commerce

Marylhurst College
Marylhurst, Oregon

Slippery Rock State College
Slippery Rock, Pennsylvania

San Francisco State College
San Francisco, California

Eastern Montana College
Billings

University of Minnesota, Duluth
Duluth

Dakota State College
Madison, South Dakota

State University of New York College at Buffalo
Buffalo

The University of Arizona
Tucson

The Pennsylvania State University
University Park

Florida Atlantic University
Boca Raton

State University of New York College of Arts and Science at Plattsburgh
Plattsburgh

Directory 1971

DIRECTORY OF OFFICERS, COMMITTEES, AND MEMBER INSTITUTIONS

(Revised November 1971)

The American Association of Colleges for Teacher Education

Headquarters: One Dupont Circle, Washington, D.C. 20036

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Director of Job Corps Project: Robert J. Stevenson

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*Terms expire at Annual Meeting of year indicated.

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Edward C. Pomeroy, *Executive Director and Treasurer, AACTE, One Dupont Circle, Washington, D.C. 20036*

Natt B. Burbank, *Assistant Dean, School of Education, Lehigh University, Bethlehem, Pennsylvania 18015* (1972) †

William H. Evans, *Professor of English and Secondary Education, Southern Illinois University, Carbondale 62901* (1972) †

Samuel G. Gates, *Executive Director, Trustees of the State Colleges in Colorado, 221 State Services Building, Denver, Colorado 80203*

Donald Hight, *Professor of Mathematics, Kansas State College of Pittsburg, Pittsburg 66762* (1974) †

James B. Jones, *Professor, Department of Psychology and Guidance, Texas Southern University, Houston 77004* (1973) ‡

James F. Nickerson, *President, Mankato State College, Mankato, Minnesota 56001* (1972)

Theodore R. Sizer, *Dean, Faculty of Education, Harvard University, Cambridge, Massachusetts 02138* (1972)

Gerald M. Torkelson, *Professor of Education, College of Education, University of Washington, Seattle 98105* (1973) †

Kenneth R. Williams, *President, Winston-Salem State University, Winston-Salem, North Carolina 27102* (1974)

Liaison Member—Roy A. Edelfelt, *Teacher Education and Professional Standards, Division of Instruction and Professional Development, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036*

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Consultant—Charles W. Hunt, *58 Elm Street, Oneonta, New York 13820*

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Vice Chairman—Edward J. Kelly, *Dean, College of Education, University of Northern Colorado, Greeley 80631* (1973)

Edmund J. Cain, *Dean, College of Education, University of Nevada, Reno 89507* (1974)

Saul B. Cohen, *Director, School of Geography, Clark University, Worchester, Massachusetts 01610* (1975)

Burdette W. Eagon, *Associate Vice President for Academic Affairs, Wisconsin State University, Stevens Point 54481*

Edward J. Griffin, *Chairman, Department of Education, University of San Francisco, San Francisco, California 94117* (1972)

K. Richard Johnson, *President, National College of Education, Evanston, Illinois 60201* (1973)

Warren G. Palmer, *Associate Professor, School of Education, The University of Michigan, Ann Arbor 48104* (1972)

Liaison Member—David Darland, *Associate Secretary, National Commission on Teacher Education and Professional Standards, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036* (NCTEPS)

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* Terms expire at Annual Meeting of year indicated.

† Appointed by the Advisory Council of the Associated Organizations for Teacher Education.

‡ Appointed by the Board of Directors to improve diversified representation in its membership, as approved in a 1970 referendum of institutional representatives.

Liaison Member—William E. Drake, *Professor of Agricultural Education, Cornell University, Ithaca, New York 14850* (Advisory Council of the Associated Organizations for Teacher Education)

Liaison Member—Kenneth Goodman, *Associate Professor, College of Education, Wayne State University, Detroit, Michigan 48202* (American Educational Research Association)

Liaison Member—William P. Viall, *Professor of Educational Leadership, School of Education, Western Michigan University, Kalamazoo 49001* (National Association of State Directors of Teacher Education and Certification)

Subcommittees of the Committee on Studies

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Liaison Member—Henry J. Hermanowicz, *Dean, College of Education, Illinois State University, Normal 61761*

Subcommittee on Academic and Foundation Disciplines in Teacher Education

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Liaison Member—Edward J. Kelly, *Dean, College of Education, University of Northern Colorado, Greeley 80631*

Subcommittee on Social Forces, Trends, and Educational Relevance

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Liaison Member—Edmund J. Cain, *Dean, College of Education, University of Nevada, Reno 89507*

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Robert McCartney, *Secretary of the College, University of Massachusetts, Amherst 01002* (1972)

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Walter A. Brower, *Dean, School of Education, Rider College, Trenton, New Jersey 08602*

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Sister Anne Kennedy, *President, Holy Family College, Manitowoc, Wisconsin 54220*

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Garland A. Godfrey, *President, Central State University, Edmond, Oklahoma 73034*

Zone VI

Benedict J. Surwill, *Dean, School of Education, Eastern Montana College, Billings 59101*

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J. Howe Hadley, *Dean, College of Education, University of South Alabama, Mobile 36608* (1971)

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Wendell W. Wolfe, *Dean, College of Behavioral Sciences and Education, University of Alaska, College 99701* (1972)

Arizona

F. Robert Paulsen, *Dean, College of Education, The University of Arizona, Tucson 85721* (1972)

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Fred Vescolani, *Dean, College of Education, University of Arkansas, Fayetteville 72701* (1973)

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Lewie W. Burnett, *Dean, School of Education, California State College at Hayward, Hayward 94541* (1973)

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John A. Marvel, *President, Adams State College, Alamosa 81101* (1972)

Connecticut

Vacant at press time

Delaware

Vacant at press time

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Roy M. Hall, *Dean, School of Education, Georgia State University, Atlanta 30303* (1973)

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Andrew W. S. In, *Assistant Dean for Curriculum, University of Hawaii, Honolulu 96822* (1972)

Idaho

Everett V. Samuelson, *Dean, College of Education, University of Idaho, Moscow 83843* (1972)

Illinois

Carl Eisemann, Jr., *Chairman, Department of Education, Knox College, Galesburg 61401* (1971)

Indiana

David T. Turney, *Dean, School of Education, Indiana State University, Terre Haute 47809* (1973)

Iowa

Howard Knutson, *Dean, College of Education, University of Northern Iowa, Cedar Falls 50613* (1973)

* Terms expire December 31 of year indicated.

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John E. Visser, *President, Kansas State Teachers College, Emporia 66801* (1972)

Kentucky

Harry M. Sparks, *President, Murray State University, Murray 42071* (1971)

Louisiana

Robert B. Landers, *Dean, School of Education, McNeese State University, Lake Charles 70601* (1973)

Maine

Einar A. Olsen, *President, University of Maine at Farmington, Farmington 04938* (1971)

Maryland

J. Haywood Harrison, *Chairman, Department of Education, Morgan State College, Baltimore 21212* (1973)

Massachusetts

Leonard J. Savignano, *President, Westfield State College, Westfield 01085* (1972)

Michigan

Laszlo J. Hetenyi, *Dean, School of Education, Oakland University, Rochester 48063* (1971)

Minnesota

Roland Dille, *President, Moorhead State College, Moorhead 56560* (1972)

Mississippi

Cleopatra D. Thompson, *Dean, School of Education and Technical Studies, Jackson State College, Jackson 39217* (1973)

Missouri

Bob G. Woods, *Dean, College of Education, University of Missouri-Columbia, Columbia 65201* (1971)

Montana

J. Francis Rummel, *Dean, School of Education, University of Montana, Missoula 59801* (1972)

Nebraska

Paul C. Kennedy, *Dean, College of Education, University of Nebraska at Omaha, Omaha 68101* (1973)

Nevada

Edmund J. Cain, *Dean, College of Education, University of Nevada, Reno 89507* (1973)

New Hampshire

Harold E. Hyde, *President, Plymouth State College, Plymouth 03264* (1971)

New Jersey

Walter A. Brower, *Dean, School of Education, Rider College, Trenton 08602* (1972)

New Mexico

Jack O. L. Saunders, *Dean, College of Education, New Mexico State University, Las Cruces 88001* (1971)

New York

Hilton P. Heming, *Dean of Professional Studies, State University College of Arts and Science-Plattsburgh, Plattsburgh 12901* (1972)

North Carolina

F. George Shipman, *President, Livingstone College, Salisbury 28144* (1971)

North Dakota

Thomas S. Jenkins, *President, Mayville State College, Mayville 58257* (1971)

Ohio

C. Neale Bogner, *Dean, School of Education, Miami University, Oxford 45056* (1972)

Oklahoma

H. E. Sorenson, *Dean, College of Education, Oklahoma State University, Stillwater 74074* (1973)

Oregon

Esby McGill, *Dean of Faculties, Southern Oregon College, Ashland 97520* (1971)

Pennsylvania

A. W. VanderMeer, *Dean, College of Education, The Pennsylvania State University, University Park 16802* (1971)

Puerto Rico

Sol Luis Descartes, *President, Inter American University of Puerto Rico, San German 00753* (1973)

Rhode Island

Vacant at press time

South Carolina

John Otts, *Dean, College of Education, University of South Carolina, Columbia 29208* (1972)

South Dakota

T. E. Moriarty, *Dean, School of Education, University of South Dakota, Vermillion 57069* (1973)

Tennessee

James D. McComas, *Dean, College of Education, The University of Tennessee, Knoxville 37916* (1972)

Texas

Frank W. R. Hubert, *Dean, College of Education, Texas A&M University, College Station 77843* (1973)

Utah

Stephen L. Alley, *Dean, College of Education, Brigham Young University, Provo 84601* (1973)

Vermont

Dean C. Corrigan, *Dean, College of Education, University of Vermont, Burlington 05401* (1972)

Virginia

Arnold P. Fleshood, *Dean, School of Education, Virginia Commonwealth University, Richmond 23220* (1972)

Washington

Roland B. Lewis, *Executive Coordinator, Teacher Education Program, Eastern Washington State College, Cheney 99004* (1973)

West Virginia

Robert B. Hayes, *Dean, Teachers College, Marshall University, Huntington 25701* (1971)

Wisconsin

Donald J. McCarty, *Dean, School of Education, University of Wisconsin-Madison, Madison 53706* (1972)

Wyoming

Laurence A. Walker, *Dean, College of Education, The University of Wyoming, Laramie 82070* (1973)

Representatives of Colleges and Universities Appointed by AACTE to

National Council for Accreditation of Teacher Education*

John R. Beery, *Dean, School of Education, University of Miami, Coral Gables, Florida 33124* (1973)

Helen D. Berwald, *Chairman, Department of Education, Carleton College, Northfield, Minnesota 55057* (1973)

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Keith Goldhammer, *Dean, School of Education, Oregon State University, Corvallis 97331* (1973)

Calvin E. Gross, *Dean, School of Education, University of Missouri, Kansas City 64110* (1974)

Albert T. Harris, *Director, School of Education, Virginia State College, Petersburg 23803* (1972)

J. N. Hook, *Professor of English, University of Illinois, Urbana 61801* (1972)

J. Marc Jantzen, *Dean, School of Education, University of the Pacific, Stockton, California 95204* (1972)

Martin L. Koehneke, *President, Concordia Teachers College, River Forest, Illinois 60305* (1971)

Edward B. O'Connor, *Chairman, Department of Education, Creighton University, Omaha, Nebraska 68131* (1974)**

Averno M. Rempel, *President, Eastern Oregon College, La Grande 97850* (1972)

Kenneth R. Williams, *President, Winston-Salem State University, Winston-Salem, North Carolina 27102* (1971)

*Terms expire October 31 of year indicated.
**Terms begin November 1, 1971.

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American Association of Colleges for Teacher Education

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Paul Greene, *Director, Teacher Education and Certification, State Department of Education, Jefferson City, Missouri 65101*

National Commission on Teacher Education and Professional Standards, National Education Association

*Roy A. Edelfelt, *Executive Secretary, NCTEPS, Washington, D.C. 20036*

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Howard L. Nostrand, *Professor of Romance Languages, University of Washington, Seattle 98015*

National School Boards Association

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*Harold V. Webb, *Executive Director, NSBA, Evanston, Illinois 60201*

Associated Organizations for Teacher Education

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Secretary—Mark Smith, *Associate Director, AACTE, Washington, D.C. 20036*

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American Association for Health, Physical Education and Recreation

George Anderson, *Associate Executive Secretary, AAHPER, 1201 Sixteenth Street, N.W., Washington, D.C. 20036* (1974)

Ralph H. Johnson, *Chairman, Department of Health, Physical Education and Recreation, College of Education, University of Georgia, Athens 30601* (1972)

American Association of School Administrators

Natt B. Burbank, *Assistant Dean, School of Education, Lehigh University, Bethlehem, Pennsylvania 18015* (1972)

*Liaison representatives to Council from constituent organizations.
**Terms expire February 28 of year indicated.

Arthur G. Martin, *Superintendent of Schools, Moorestown Township Public Schools, 109 West 2nd Street, Moorestown, New Jersey 08057 (1973)*

American Association of School Librarians

Catheryne S. Franklin, *Standards Implementation Committee, Associate Professor, Graduate School of Library Science, University of Texas at Austin, Box 7576, University Station, Austin, Texas 78712 (1973)*

American Home Economics Association

Ardyce Gilbert, *Head, Home Economics Education, College of Home Economics, South Dakota State University, Brookings 57006 (1973)*

Helen Loftis, *Professor of Home Economics Education, Winthrop College, Rock Hill, South Carolina 29730 (1972)*

American Vocational Association

William E. Drake, *Professor of Agricultural Education, Cornell University, Ithaca, New York 14850 (1973)*

Floyd M. Grainge, *Assistant Dean, School of Applied Arts and Sciences, California State College, Long Beach 90801 (1973)*

Association for Educational Communications and Technology

Clarence Bergeson, *Professor, Department of Educational Communications, State University of New York at Albany, Albany, New York 12203 (1972)*

Gerald M. Torkelson, *Professor of Education, College of Education, University of Washington, Seattle 98105 (1973)*

Association for Field Services in Teacher Education

Robert MacVane, *Director, Evening Division and Summer Sessions, Montclair State College, Upper Montclair, New Jersey 07043 (1974)*

David Middleton, *Dean of Continuing Education, East Carolina University, Greenville, North Carolina 27834 (1972)*

Association for School, College and University Staffing

Robert Heideman, *Director of Placement, University of Wisconsin, 202 State Street, Room 304, Madison 53706 (1974)*

Victor Lindquist, *Director of Placement, Boston University, 195 Bay State Road, Boston, Massachusetts 02215 (1972)*

Association of Teacher Educators

Melvin C. Buller, *Executive Secretary, Association of Teacher Educators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036*

Duaine Lang, *Coordinator, Office of Laboratory Experiences, College of Education, Indiana University, Bloomington 47401 (1973)*

Council for Exceptional Children

Robert L. Erdman, *Chairman, Department of Special Education, University of Utah, Salt Lake City 84112 (1972)*

International Reading Association

Donald L. Cleland, *Professor and Chairman Emeritus, Department of Reading and Language Arts, University of Pittsburgh, Pittsburgh, Pennsylvania 15213 (1973)*

Ralph C. Staiger, *Executive Secretary-Treasurer, International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (1972)*

National Association for Business Teacher Education

Z. S. Dickerson, *Madison College, Harrisonburg, Virginia 22801 (1974)*

Elvin S. Eyster, *Chairman, Graduate School of Business, Indiana University, Bloomington 47401 (1972)*

National Council of Teachers of English

William Evans, *Professor of English and Secondary Education, Department of English, Southern Illinois University, Carbondale 62901 (1973)*

Geraldine LaRocque, *Associate Professor of English, Teachers College, Columbia University, New York, New York 10027* (1972)

National Council of Teachers of Mathematics

Donald Hight, *Professor of Mathematics, Kansas State College of Pittsburg, Pittsburg 66762* (1974)

Charles R. Hucka, *Associate Executive Secretary, NCTM, 1201 Sixteenth Street, N.W., Washington, D.C. 20036* (1973)

Society of Professors of Education

William Van Til, *Coffman Distinguished Professor in Education, Indiana State University, Terre Haute 47809* (1973)

The American Association of Colleges for Teacher Education

Arthur Bertrand, *Dean, School of Psychology and Education, American International College, Springfield, Massachusetts 01109* (1972)

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Stanton Langworthy, *Professor of Education, Glassboro State College, Glassboro, New Jersey 08028* (1972)

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Philip Richards, *Chairman, Department of Education, College of St. Scholastica, Duluth, Minnesota 55811* (1973)

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*Associate Member

Kutztown State College, Pennsylvania
Ladycliff College, New York
Lafayette College, Pennsylvania
Lake Erie College, Ohio
Lake Forest College, Illinois
Lakeland College, Wisconsin
Lamar State College of Technology, Texas
Lambuth College, Tennessee
Lane College, Tennessee
Langston University, Oklahoma
La Verne College, California
Lebanon Valley College, Pennsylvania
Lee College, Tennessee
Lehigh University, Pennsylvania
Le Moyne College, New York
Lenoir Rhyne College, North Carolina
Lesley College, Massachusetts
Lewis and Clark College, Oregon
Lincoln Memorial University, Tennessee
Lincoln University, Missouri
Lindenwood Colleges, The, Missouri
Linfield College, Oregon
Livingston University, Alabama
Livingstone College, North Carolina
Lock Haven State College, Pennsylvania
Lone Mountain College, California
Longwood College, Virginia
Loras College, Iowa
Loretto Heights College, Colorado
Louisiana College
Louisiana State University and Agricultural and Mechanical College
Louisiana State University in New Orleans
Louisiana Tech University
Louisville, University of, Kentucky
Lowell State College, Massachusetts
Loyola University, Illinois
Loyola University, Louisiana
Loyola University of Los Angeles, California
Luther College, Iowa
Lyndon State College, Vermont
Macalester College, Minnesota
MacMurray College, Illinois
McNeese State University, Louisiana
McPherson College, Kansas
Madison College, Virginia
Madonna College, Michigan
Maine, University of
Maine at Farmington, University of
Maine at Portland-Gorham, University of
Maine at Presque Isle, University of
Malone College, Ohio
Manchester College, Indiana
Manhattan College, New York
Mankato State College, Minnesota
Mansfield State College, Pennsylvania
Marian College, Indiana
Marian College of Fond du Lac, Wisconsin
Marillac College, Missouri
Marion College, Indiana
Marist College, New York
Marquette University, Wisconsin
Mars Hill College, North Carolina
Marshall University, West Virginia
Mary Hardin-Baylor College, Texas
Marycrest College, Iowa
Marygrove College, Michigan
Maryland, University of
Maryland, Eastern Shore, University of
Marylhurst College, Oregon
Marymount College, Kansas
Maryville College, Tennessee
Maryville College, Missouri
Marywood College, Pennsylvania
Massachusetts, University of
Mayville State College, North Dakota
Medaille College, New York
Memphis State University, Tennessee
Mercer University, Georgia
Mercy College of Detroit, Michigan
Mercyhurst College, Pennsylvania
Merrimack College, Massachusetts
Metropolitan State College, Colorado
Miami, University of, Florida
Miami University, Ohio
Michigan, The University of
Michigan State University
*Mid-America Nazarene College, Kansas
Middle Tennessee State University
Midland Lutheran College, Nebraska
Midwestern University, Texas
Milligan College, Tennessee
Millikin University, Illinois
Millersville State College, Pennsylvania
Mills College of Education, New York
Minnesota, University of
Minnesota, Duluth, University of
Minnesota, Morris, University of
Minot State College, North Dakota
Misericordia, College, Pennsylvania
Mississippi, University of
Mississippi College
Mississippi State College for Women

*Associate Member

Mississippi State University
Missouri-Columbia, University of
Missouri-Kansas City, University of
Missouri-St. Louis, University of
Missouri Southern College
Missouri Valley College
Missouri Western College
Mobile College, Alabama
Monmouth College, Illinois
Monmouth College, New Jersey
Montana, University of
Montana State University
Montclair State College, New Jersey
Montevallo, University of, Alabama
Moorhead State College, Minnesota
Morehead State University, Kentucky
Morgan State College, Maryland
Morningside College, Iowa
Morris Brown College, Georgia
Morris Harvey College, West Virginia
Mount Marty College, South Dakota
Mount Mary College, Wisconsin
Mount Mercy College, Iowa
Mount St. Joseph on the Ohio, College of, Ohio
Mount Saint Mary College, New Hampshire
Mount Saint Mary College, New York
Mount St. Mary's College, California
Mount St. Scholastica College, Kansas
Mount Saint Vincent, College of, New York
Mount Union College, Ohio
Muhlenberg College, Pennsylvania
Mundelein College, Illinois
Murray State University, Kentucky
Muskingum College, Ohio
Nasson College, Maine
National College of Education, Illinois
Nazareth College, Michigan
Nebraska at Lincoln, University of
Nebraska at Omaha, University of
Nebraska Wesleyan University
Nevada, University of
Nevada, Las Vegas, University of
New Hampshire, University of
New Mexico, The University of
New Mexico State University
New York, State University of (See State University of New York.)
New York University, New York
Newark State College, New Jersey
Newberry College, South Carolina
Nicholls State University, Louisiana
Norfolk State College, Virginia
North Adams State College, Massachusetts
North Carolina at Chapel Hill, The University of
North Carolina at Charlotte, The University of
North Carolina at Greensboro, The University of
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina State University at Raleigh
North Central College, Illinois
North Dakota, University of
North Dakota State University
North Georgia College
North Park College, Illinois
North Texas State University
Northeast Louisiana University
Northeast Missouri State College
Northeastern Illinois State College
Northeastern State College, Oklahoma
Northeastern University, Massachusetts
Northern Arizona University
Northern Colorado, University of
Northern Illinois University
Northern Iowa, University of
Northern Michigan University
Northern Montana College
Northern State College, South Dakota
Northwest Missouri State College
Northwest Nazarene College, Idaho
Northwestern College, Iowa
Northwestern State College, Oklahoma
Northwestern State University of Louisiana
Northwestern University, Illinois
Notre Dame, College of, California
Notre Dame, University of, Indiana
Notre Dame College, Ohio
Notre Dame College of Staten Island, New York
*Oakland City College, Indiana
Oakland University, Michigan
Oberlin College, Ohio
Oglethorpe College, Georgia
Ohio Dominican College
Ohio Northern University
Ohio State University, The
Ohio University
Ohio Wesleyan University

*Associate Member

Oklahoma, University of
Oklahoma Baptist University
Oklahoma Christian College
Oklahoma College of Liberal Arts
Oklahoma Panhandle State College
Oklahoma State University
Old Dominion University, Virginia
Olivet Nazarene College, Illinois
Oregon, University of
Oregon College of Education
Oregon State University
Ottawa University, Kansas
Otterbein College, Ohio
Ouachita Baptist University, Arkansas
Our Lady of the Lake College, Texas
Ozarks, The College of the, Arkansas
Pace College, New York
Pacific, University of the, California
Pacific College, California
Pacific Lutheran University, Washington
Pacific Union College, California
Pacific University, Oregon
Pan American University, Texas
*Parsons College, Iowa
Pasadena College, California
Pembroke State University, North Carolina
Pennsylvania, University of
Pennsylvania State University, The
Pepperdine University, California
Peru State College, Nebraska
Philadelphia College of Art, Pennsylvania
Philander Smith College, Arkansas
Phillips University, Oklahoma
Pittsburgh, University of, Pennsylvania
Plymouth State College, New Hampshire
PMC Colleges, Pennsylvania
Portland State University, Oregon
Prairie View Agricultural and Mechanical College, Texas
Providence College, Rhode Island
Puerto Rico, University of, Rio Piedras Campus
Puget Sound, University of, Washington
Purdue University, Indiana
Queens College of The City University of New York
Quincy College, Illinois
Radford College, Virginia
*Ramapo College of New Jersey
Regis College, Colorado
Rhode Island, University of
Rhode Island College
Rice University, Texas
Richmond College of The City University of New York
Rider College, New Jersey
Rio Grande College, Ohio
Ripon College, Wisconsin
Rivier College, New Hampshire
Rochester, The University of, New York
Rockhurst College, Missouri
Rocky Mountain College, Montana
Rollins College, Florida
Roosevelt University, Illinois
Rosary Hill College, New York
Rutgers University, New Jersey
Sacramento State College, California
St. Ambrose College, Iowa
St. Andrews Presbyterian College, North Carolina
Saint Anselm College, New Hampshire
Saint Augustine's College, North Carolina
Saint Benedict, College of, Minnesota
St. Benedict's College, Kansas
St. Bonaventure University, New York
Saint Catherine, College of, Minnesota
St. Cloud State College, Minnesota
St. Edward's University, Texas
Saint Elizabeth, College of, New Jersey
St. Francis, College of, Illinois
Saint Francis College, Indiana
Saint Francis College, Pennsylvania
Saint John College of Cleveland, Ohio
St. John Fisher College, New York
Saint John's University, Minnesota
St. John's University, New York
Saint Joseph College, Maryland
Saint Joseph's College, Indiana
St. Joseph's College, Calumet Campus, Indiana
Saint Joseph's College, Maine
Saint Joseph's College, Pennsylvania
St. Lawrence University, New York
Saint Louis University, Missouri
Saint Mary, The College of, Nebraska
Saint Mary College, Kansas
Saint Mary of the Plains College, Kansas
Saint Mary-of-the-Woods College, Indiana
Saint Mary's College of the University of Notre Dame, Indiana
Saint Mary's College, Minnesota
St. Mary's Dominican College, Louisiana
St. Mary's University, Texas
St. Michael's College, Vermont
St. Norbert College, Wisconsin

*Associate Member

St. Olaf College, Minnesota
Saint Peter's College, New Jersey
Saint Rose, The College of, New York
St. Scholastica, College of, Minnesota
Saint Teresa, College of, Minnesota
St. Thomas, College of, Minnesota
Salem College, West Virginia
Salem State College, Massachusetts
Salisbury State College, Maryland
Salve Regina College, Rhode Island
Sam Houston State University, Texas
Samford University, Alabama
San Diego, University of, California
San Diego State College, California
San Fernando Valley State College, California
San Francisco, University of, California
San Francisco State College, California
San Jose State College, California
Santa Clara, University of, California
Savannah State College, Georgia
School of the Ozarks, The, Missouri
Scranton, University of, Pennsylvania
Seattle Pacific College, Washington
Seattle University, Washington
Seton Hall University, New Jersey
Shaw University, North Carolina
Shepherd College, West Virginia
Shippensburg State College, Pennsylvania
Siena Heights College, Michigan
Simpson College, Iowa
Sioux Falls College, South Dakota
Slippery Rock State College, Pennsylvania
Sonoma State College, California
South Alabama, University of
South Carolina, University of
South Carolina State College
South Dakota, University of
South Dakota State University
South Florida, University of
Southeast Missouri State College
Southeastern Louisiana University
Southeastern State College, Oklahoma
Southern Colorado State College
Southern Connecticut State College
Southern Illinois University
Southern Illinois University at Edwardsville
Southern Methodist University, Texas
Southern Missionary College, Tennessee
Southern Mississippi, University of
Southern Oregon College
Southern State College, Arkansas
Southern State College, South Dakota
Southern University and A&M College, Louisiana
Southern Utah State College
*Southwest Baptist College, Missouri
Southwest Minnesota State College
Southwest Missouri State College
Southwest Texas State University
Southwestern Louisiana, University of
Southwestern State College, Oklahoma
Southwestern University, Texas
Spalding College, Kentucky
Spring Hill College, Alabama
Springfield College, Massachusetts
Stanford University, California
Stanislaus State College, California
State College of Arkansas
State University College at Buffalo, State University of New York
State University College at Oswego, State University of New York
State University College at Potsdam, State University of New York
State University College-New Paltz, State University of New York
State University College of Arts and Science-Geneseo, State University of New York
State University College of Arts and Science- Plattsburgh, State University of New York
State University College of New York-Oneonta
State University of New York at Albany
State University of New York at Buffalo
State University of New York at Stony Brook
State University of New York College at Cortland
State University of New York College at Fredonia
Stephen F. Austin State University, Texas
Sterling College, Kansas
Stetson University, Florida
Steubenville, College of, Ohio
Stout State University, Wisconsin
Suffolk University, Massachusetts
Susquehanna University, Pennsylvania
Syracuse University, New York
Tabor College, Kansas
Tarkio College, Missouri
Taylor University, Indiana

*Associate Member

Teachers College, Columbia University, New York
Temple Buell College, Colorado
Temple University, Pennsylvania
Tennessee, The University of
Tennessee at Chattanooga, University of
Tennessee State University
Tennessee Technological University
Tennessee Wesleyan College
Texas at Austin, The University of
Texas at El Paso, The University of
Texas A&I University
Texas A&M University
Texas Christian University
Texas Lutheran College
Texas Southern University
Texas Technological University
Texas Wesleyan College
Texas Woman's University
Tift College, Georgia
Toledo, The University of, Ohio
Towson State College, Maryland
Transylvania University, Kentucky
Trenton State College, New Jersey
Trevecca Nazarene College, Tennessee
Trinity College, District of Columbia
Trinity College, Illinois
Trinity College, Vermont
Trinity University, Texas
Troy State University, Alabama
Tufts University, Massachusetts
Tulane University, Louisiana
Tulsa, The University of, Oklahoma
Tuskegee Institute, Alabama
Union College, Kentucky
Union College, Nebraska
Union University, Tennessee
United States International University, Elliot Campus, California
University of . . . (See most significant term.)
Upper Iowa University
Upsala College, New Jersey
Utah, University of
Utah State University
Valdosta State College, Georgia
Valley City State College, North Dakota
Valparaiso University, Indiana
Vermont, University of
Villa Maria College, Pennsylvania
Virginia, University of, The
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State College
Viterbo College, Wisconsin
Wagner College, New York
Walla Walla College, Washington
Wartburg College, Iowa
Washburn University of Topeka, Kansas
Washington, University of
Washington State University
Washington University, Missouri
Wayland Baptist College, Texas
Wayne State College, Nebraska
Wayne State University, Michigan
Weber State College, Utah
Webster College, Missouri
Wesleyan College, Georgia
West Chester State College, Pennsylvania
West Florida, The University of
West Georgia College
West Liberty State College, West Virginia
West Texas State University
West Virginia Institute of Technology
West Virginia State College
West Virginia University
West Virginia Wesleyan College
Western Carolina University, North Carolina
Western Connecticut State College
Western Illinois University
Western Kentucky University
Western Maryland College
Western Michigan University
Western Montana College
Western New Mexico University
Western State College of Colorado
Western Washington State College
Westfield State College, Massachusetts
Westminster Choir College, New Jersey
Westminster College, Pennsylvania
Westmar College, Iowa
Wheaton College, Illinois
Wheeling College, West Virginia
Wheelock College, Massachusetts
Whitworth College, Washington
Wichita State University, Kansas
Wiley College, Texas
Wilkes College, Pennsylvania
William Jewell College, Missouri
William and Mary, College of, Virginia
William Paterson College of New Jersey, The
William Penn College, Iowa
William Woods College, Missouri
Wilmington College, Ohio

Winona State College, Minnesota
Winston-Salem State University, North Carolina
Winthrop College, South Carolina
Wisconsin-Madison, University of
Wisconsin-Milwaukee, University of
*Wisconsin-Parkside, University of
Wisconsin State University-Eau Claire
Wisconsin State University-La Crosse
Wisconsin State University-Oshkosh
Wisconsin State University-Platteville
Wisconsin State University-River Falls
Wisconsin State University-Stevens Point
Wisconsin State University-Superior
Wisconsin State University-Whitewater
Wittenberg University, Ohio
Worcester State College, Massachusetts
Wright State University, Ohio
Wyoming, University of
Xavier University, Ohio
Xavier University of Louisiana
Yankton College, South Dakota
Yeshiva University, New York
York College of The City University of New York
Youngstown State University, Ohio

*Associate Member